Manuel

MOVE FORWARD 2nde

SPÉCIMEN

Auteurs

POKOU Koffi Augustin
Encadreur Pédagogique

KOUAMÉ Yao Félix
Encadreur Pédagogique

Sous la supervision de
INDAT Frédéric Emmanuel
Inspecteur de l'enseignement secondaire

Vallesse

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ISBN : 978-2-902594-76-4
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Avant-Propos

Le manuel 'Move Forward with English' Seconde est l'œuvre d'un groupe d'inspecteurs en charge de la formation continue des professeurs d'Anglais du cycle secondaire en Côte d'Ivoire.
Comme les manuels précédents, il est bâti autour des programmes éducatifs d'anglais en vigueur, fondés sur l'installation d'habiletés en vue d'un traitement efficace de situations complexes. Il met véritablement en exergue l'intégration des quatre aptitudes ou compétences (l'écoute, la lecture, l'expression orale et l'expression écrite) dans la structure des unités, ce qui permet à l'apprenant d'acquérir ces compétences graduellement depuis le premier jour de classe jusqu'au dernier. Un accent particulier est mis sur le parler, avec de nombreux jeux de rôle et simulations, et plus particulièrement sur l'écoute, avec la mise à la disposition des professeurs et des apprenants de matériels audio enregistrés avec des natifs.

Le manuel comprend dix (10) unités articulées autour des thèmes et contenus linguistiques prescrits dans les programmes éducatifs. En sus, le manuel met à la disposition des apprenants des exercices complémentaires de grammaire, et des devoirs complets de type second cycle, pour le renforcement de leurs aptitudes.
Chaque unité comprend sept (7) sessions à enseigner en une heure chacune. En plus chaque unité paire se termine par des activités de consolidation des acquis des deux unités précédentes, suivies de la rédaction d'un projet selon la méthodologie d'une recherche bien menée.

ARTICULATION DE CHAQUE UNITÉ

SESSION 1

- **PICTURE TALK:** Permet aux apprenants d'entrer dans l'unité de façon décontractée en discutant de leur interprétation d'une image liée au thème à traiter.
- **LANGUAGE SKILL: LISTENING.** Les apprenants auront à exercer véritablement leur compréhension orale de l'Anglais tel que parlé par les natifs sur des questions liées à leur environnement.

SESSION 2

- **LANGUAGE FOCUS 1:** donne l'occasion aux apprenants de vérifier et d'approfondir leurs connaissances en grammaire et en vocabulaire.
- **COMMUNICATION:** permet aux apprenants de réinvestir les acquis des deux premières sessions dans une production orale ou écrite complexe.

SESSION 3

LANGUAGE SKILL: SPEAKING. À travers des discussions ou jeux de rôles, les apprenants auront à démontrer leurs aptitudes à tenir une conversation bien structurée en Anglais, avec une prononciation et des intonations appropriées.

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SESSION 4

- **LANGUAGE FOCUS 2:** Offre encore une fois l'occasion aux apprenants de vérifier et d'approfondir leurs connaissances en grammaire et en vocabulaire.
- **COMMUNICATION:** Permet aux apprenants de réinvestir les acquis des sessions précédentes dans une production orale plus complexe.

SESSION 5

LANGUAGE SKILL: READING. Les apprenants auront à démontrer leurs aptitudes à lire, comprendre et exploiter des textes écrits traitant de sujets d'ordre général ou spécialisés liés au thème à débattre dans l'unité.

SESSION 6

COMMUNICATION: Basée principalement sur la lecture d'un texte, cette activité d'évaluation permet aux apprenants de réinvestir les acquis des sessions précédentes dans une production orale ou écrite toujours plus complexe.

SESSION 7

- **LANGUAGE SKILL: WRITING**
- **COMMUNICATION:** C'est une activité d'évaluation, basée principalement sur une production écrite complexe, au cours de laquelle les apprenants devront réinvestir les acquis de toutes les sessions précédentes.

Pour les unités paires, il y a deux sessions supplémentaires comme mentionné à la page précédente.

SESSION 8

CHECK

Il s'agit d'activités de consolidation des acquis qui apparaissent toutes les deux unités.

SESSION 9

PROJECT

Amène les apprenants à suivre la méthodologie d'une recherche bien menée, à travers des questionnaires, des investigations, des recueils de témoignage, etc. pour rédiger un projet sur un thème d'actualité.

SUPPLEMENTARY LANGUAGE PRACTICE

Pour tenir compte de l'équilibre entre les différentes unités, certains points de grammaire, déjà couverts dans les cycles précédents, ont été ramenés dans cette partie du manuel afin de permettre aux apprenants d'avoir encore plus de pratique.

AUDIO SCRIPTS

Tous les exercices de Listening précédés de l'icône sont mis à la disposition des utilisateurs du manuel sur ce site.

Étudier l'Anglais à partir de la Collection Move Forward c'est faire le choix d'aller véritablement de l'avant.

Les Auteurs

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Summary



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UNIT 1 PEOPLE

Session 1

Key to this lesson

- **Expressing habitual and frequent actions**
- **Expressing purpose using "to" or "in order to"**

COMMUNICATION: Discussing addictions
WRITING: Personality traits (Describing people)

PICTURE TALK

1. Look at the pictures. What can you see?



Boat people



Migrants travelling

2. Look at the pictures again. Tell your neighbour what you feel.

LANGUAGE SKILL: LISTENING

Listen to the audio and do the activities that follow.

A Listening 1

1. Listen to the conversation and say who the characters are.
2. Listen to the conversation again and say what the speakers are doing.

B Listening 2

1. As you listen to the audio, make notes about the main idea.
2. Listen again to the audio and complete the table below.

The text is about	
Number of people who live away from their birth place	
Percentage of migrants	
Number of international migrants	
Year of the census	

3. Compare your answers with your neighbour's.

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Session 2

LANGUAGE FOCUS I

A GRAMMAR CORNER

Present simple	Structures
Habitual and frequent actions	**Study the sentences below** I learn my lessons each and every day. I travel when there's a holiday.

EXERCISE: Complete the sentences below using the appropriate form of the verbs in the parentheses.

1. Refugees often (puts - putting - put) their lives at risk when they (opting - opted - opt) for going abroad across the seas.
2. Many migrants (die - dying - died) almost every day when they (used - use - using) canoes to cross the Mediterranean Sea.
3. Lots of migrants (getting- don't get- got) enough food for their survival and (suffering - suffer - suffered) at the hands of some unscrupulous people who (turn - turning - turned) them into slaves in Libya for example.
4. The international NGO Human Rights Watch very often (writes- writing- wrote) reports pinpointing the phenomenon of boat people. However, it seems that the more this plague is criticized, the worse it (grows - grew - grown).
5. Today, to emigrate has fairly become common. Shouldn't the problem of security which seems to be the basic reason why people (to flee - flee - fleeing) from their home countries be seriously considered by humanity at large?

B VOCABULARY CORNER

EXERCISE 1: Listen to the audio and practise the correct pronunciation.

globe – dream about/of – leave – migrate – migrant – emigrate – emigrant – immigrate – immigrant – worldwide – account for – refugee – phenomenon

EXERCISE 2: Read the passage below and fill in the gaps using the words from the word bank. Some words can be used more than once.

refugees – globe – worldwide – migrants – phenomenon – migrate – migration

Today, the world has become somewhat more open and at the same time more troubled. People ..... from their countries to other countries for several reasons. For example, some may ..... because of hunger or for political reasons. Other people become ..... or ..... because of their opinions. Still, others migrate around the ..... because they can't have any safe harbour in their own regions. Generally, European countries for instance aren't forthcoming in terms of welcoming the flow of refugees. The thing is that it is precisely those European countries that attract the people running for their lives and for better living conditions. The ..... of migration has become a ..... issue. Shouldn't the UN do something to reduce this plague which is endangering the future of more vulnerable countries?

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C COMMUNICATION

Listen and discuss.

Listen to the audio and do the activity that follows.
In groups of four, discuss the issue of migration after listening. In your discussion, draw on your own experience and include:

- some causes of migration or emigration;
- some consequences of migration or emigration (positive or negative);
- what you think or feel, and defend your position.

Session 3

LANGUAGE SKILL: SPEAKING

A Listen and discuss.



[Contrarian knocks on the door. Apologist answers.]

Listen to the audio and answer the questions.

1. What's the discussion about?
2. Who are the characters in the audio?
3. What do you think of the characters' attitudes after listening to the audio?

B ROLEPLAY

1. Read the text below

Abortion is seldom a topic that we speak about in casual conversation. More often we hear abortion talked about by news media, politicians or, more rarely, depicted in books, television shows or movies. In the U.S. the conversation on abortion generally centers on whether you are "for" or "against" it, and very rarely explores personal narratives, what we believe about abortion as a decision, what the procedure entails, or how abortion affects an individual's reproductive and mental health. Engaging in an honest and vulnerable conversation on abortion provides an opportunity to explore the depths of our religious beliefs, our beliefs about sex, life, death and parenting.

2. Use some of the ideas in the passage to write a dialogue with your partner, then role play your dialogue.

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Session 4

LANGUAGE FOCUS 2

A GRAMMAR CORNER

Language Function	Illustrative sentences
Expressing purpose using "to" or "in order to" and their negative forms.	**Study the sentences below** • Benedict worked hard last year **in order to** pass her BEPC exam. • Benedict worked hard last year **in order not to** fail her BEPC exam. • Their football team trains every afternoon **to** win the competition. • Their football team trains every afternoon **not to** lose the competition.

EXERCISE: Choose the correct expression of purpose in the brackets to complete the sentences.
Number 1 is done for you.

*Concentrate on your exercise **in order not to** make any mistakes.*

1. Concentrate on your exercise (to, in order not to, in order to) make any mistakes.
2. Fatou has to wake up at 5.30 a.m. (not to, in order to, in order not to) be on time at school.
3. Students have to register (to, in order not to, not to) be able to attend classes.
4. Murielle left school early (not to, in order to, in order not to) be at home when her father arrives.
5. Young swimmers wear life boats (to, in order not to, in order to) sink in the swimming pool.
6. I will go to university (in order not to, to, not to) continue my studies.
7. Amy exercises regularly (to, not to, in order to) be overweight.
8. (not to, in order to, in order not to) produce a good essay, you need to edit your writing before you hand it to the teacher.
9. Grace works hard (not to, to, in order not to) earn a good living in the future.
10. Firemen risk their lives (not to, in order to, in order not to) save our own lives.

B VOCABULARY CORNER

1. Listen to the audio and practise the correct pronunciation.

procedures – fetus – menses – pregnancy – abortion – abort – well-advised – miscarriage, induced abortion – embryo – late term abortion – maternal death – rape – rapist – spontaneous abortion – womb

2. Complete the passage below with some of the words in the bank. Then in fours discuss your choices.

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Abortion is the ending of a (1)... by the removal or expulsion of an (2)... or fetus before it can survive outside the uterus. An (3)... that occurs without intervention is known as (4)... or spontaneous abortion. When deliberate steps are taken to end a pregnancy, it is called an (5)... or less frequently 'induced miscarriage'. The unmodified word of abortion generally refers to an induced abortion. A similar procedure after the (6)... has potential to survive outside the (7)... is known as a 'late termination of pregnancy' or less accurately as a (8).... When properly done, abortion is one of the safest (9)... in medicine, but unsafe abortion is a major cause of (10)..., especially in the developing world.

Source : last edited by InternetArchiveBot December 17th 2019

3. Read the text again, complete the chart below, then discuss it with your partner.

Words or expressions	Definition
Spontanious abortion	
Miscarriage	
	Removal of ambryo
Induced abortion	
	Safest procedures
Late term abortion	

C COMMUNICATION

Mary did not see her menses last month. Her boyfriend N'gom wants to abort.
Mary and N'gom are discussing the problem with a doctor. In the discussion include:
- reasons for aborting or not;
- consequences of abortion;
- some advice to avoid pregnancy.

Session 5

LANGUAGE SKILL: READING

A PICTURE TALK

Describe what you can see in this picture.



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B UNDERSTANDING A TEXT

Skimming

1. Read the text below quickly and give its gist.

In the United States, one in four individuals between the ages of 12 and 20 drinks alcohol on a monthly basis, and a similar proportion of 12th grader consumes five or more drinks in a row at least once every two weeks. Several studies have reported that alcohol use during adolescence affects educational attainment by decreasing the number of years of schooling and the likelihood of completing school. Other research using alternative estimation techniques suggests that the effects of teen drinking on years of education and schooling completion are very small and /or non-significant.

Despite a growing literature in this area, no study has convincingly answered the question of whether alcohol consumption inhibits high school students' learning. Alcohol consumption could be an important determinant of how much a high school student learns without having a strong impact on his or her decision to stay in school or attend college. This question is fundamental and timely, given recent research showing that underage drinkers are susceptible to the immediate consequence of alcohol use, including blackouts, hangover, and alcohol poisoning, and are at elevated risk of neurodegeneration (particularly in regions of the brain responsible for learning and memory), impairments in functional brain activity, and neurocognitve defects.

Source/Work cited : Ana L. Balsa, Laura M. Giuliano, and Michael T. French

Scanning

2. Read the text again and give short answers to the following questions.

a) Which country is the text referring to?
b) How old are the alcohol takers in the USA?
c) What do the different research results suggest concerning the effects of alcohol on young consumers?
d) What do the same researches suggest about the effect of alcohol on older learners?
e) According to the text, what factor could be an important determinant in a student's decision to stay in school or attend college?
f) Say what you think of the consumption of alcohol as a teenager?

3. Now, read the text for the last time and choose the correct answers like in the example.
Example: **5.b**

1) One in four is the same as:

a) 15% b) 20% c) 25% d) 50%

2) 12 to 20 years old refers to:

a) children b) adults c) teenagers d) elderly people

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3) 12th grader consumes five or more drinks in a row at least once every two weeks means:

a) 12th grader consumes ten or more drinks every month.
b) 12th grader consumes five or more drinks every twelve days.
c) 12th grader consumes ten or more drinks every fourteen days.
d) 12th grader consumes always more than five drinks every two weeks.

4) Drinking during schooling

a) never makes adolescents not complete school.
b) doesn't affect adolescents' educational attainment.
c) makes adolescents likely to complete school.
d) makes adolescents not complete school.

5) Underage drinkers

a) are not exposed to risks of neurocognitive defects.
b) are exposed to risks of neurocognitive defects.
c) don't have to worry about blackouts, hangover and alcohol poisoning.
d) are only exposed to blackouts, hangover and alcohol poisoning.

Session 6

COMMUNICATION

- Describe the attitude of the two young people in the pictures.
- What do you think?

You notice that many of your classmates smoke or drink.

During the English class discussion, try to convince them to stop doing so.





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Session 7

LANGUAGE SKILL: WRITING

A PICTURE TALK

Look at the pictures about Didier Drogba. Describe them, then check your answers with your partner.





B READING AND WRITING

1. Read the text about Didier Drogba and write down the words related to physical and moral description.

Mister Drogba

Through struggle and hard work, Ivorian professional footballer and legendary Chelsea Football Club striker, Didier Drogba, who is one of the most decorated players in the history of Premier League, has become a house hold name following his many achievements both on and off the field of play.

In his prime, the 6 feet 2 inches striker was one to fear. A mention of his name would send shivers down the spine of the best of defenders. He was also very respected outside the football world, most especially in his home country. Combatants in his country, who had been fighting for more than five years, lay down their arms and called a cease-fire following a plea from their starman who had just qualified the country for the 2006 World Cup. Born 11 March 1978 in Abidjan, Cote d'Ivoire, as Didier Yves Drogba Tébily, the much handsome, stout and strong striker is 1.88 meters tall and weighs 91 kg.

Didier Drogba is a certified accountant following in the footsteps of his parents. He is also a Goodwill Ambassador for United Nations Development Programme (UNDP). In 2010, he joined iconic figures such as Muhammad Ali and Michael Jordan as sportsmen to be named in the world's 100 most influential people by Time magazine.

http://beyondthesinglestory.wordpress.com

2. Study the table below and discuss it with your neighbour.

Physical description of a person	Moral description of a person
Young, old, elderly, middle-aged, tall, heavy, hefty, short, strong, weak, agressive, big, big eyes, pony-tail, handsome, cute, beautiful, good looking, ugly, attractive	kind, gentle, moody, friendly, bad-tempered, pleasant nature, peaceful, selfish, cruel, lively, good-tempred, helpful, weaked, kind-hearted, agressive, clever

C COMMUNICATION

During the English course your teacher asks you to choose a famous person you know and write about his/her portrait.

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UNIT 2 HEALTH AND LIFESTYLE

Session 1

Key to this lesson

- **PAST PROGRESSIVE versus SIMPLE PAST**
- **Expressing past and present actions using: used to, be used to, get used to**

COMMUNICATION: Making an interview
WRITING: Writing an e-mail
PROJECT 1: Writing about the COVID-19

PICTURE TALK

1. Look at the pictures and discuss with a partner what they are about.







2. Is the population in your country affected by the issues raised in these pictures?

LANGUAGE SKILL: LISTENING

Listen to the audio and do the activities that follow.

A Listening 1

Listen to the audio and practise the correct pronunciation.

hygiene – breathing – scaring – awful – cough – coronavirus –
hiv – diabetes – diarrhoea – fatigue – headache –
face mask – heart attack – high blood pressure – Covid-19.

B Listening 2

Listen and do the activity

Listen to the conversation between two students. Then read the statements below and check True (T) or False (F), and justify your answers. **Example:** 1-T + justification.

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1. Many people suffer from COVID-19 worldwide.
2. The first case of coronavirus was found in a Chinese town.
3. All the continents around the world were affected by the virus in March 2020.
4. To avoid the COVID-19 disease you should not sneeze, cough and wash your hand with alcohol.

Session 2

LANGUAGE FOCUS I

A GRAMMAR CORNER

Language Function	Illustrative sentences
PAST PROGRESSIVE versus SIMPLE PAST Describing an action in progress and a finished action in the past.	**Study the chart below**

As	I	was	driving, reading, travelling, playing, watching TV	she they I the rain Paul	started called arrived left met John knocked on the door
While	You	were			
When	He/She	was			
	we	were			
	You				
	They				

EXERCISE 1: Combine the pairs of sentences using the past progressive or the simple past form of the verb.

1. The rain started. The pupils attended the English class.(When)

   When the rain started the pupils were attending the English class.

2. He drove home. He listened to his car radio. (As)
3. The police stopped the thieves. They got out of the bank. (While)
4. The driver slept. The accident happened. (When)
5. His wife called him. He had lunch. (When)

EXERCISE 2: Read Jane's story below. There are 9 mistakes in the use of the past progressive and the simple past. The first one is already corrected. Find and correct 8 more.

Something incredible ~~was happening~~ **(happened)** to me this morning. When I walked to the taxi station, a young boy stopped me and was proposing to help me cross the road. While we talked, I saw another one who was snatching my handbag and ran away quickly. I shouted, but the pickpocket was being far away. Fortunately, there was a policeman at the traffic lights who was seeing everything. He was coming promptly to me. When the first boy who wanted to help me saw him he ran away too. The pickpocket could not go far because while he tried to cross a nearby street, a strong man caught him. He was giving me my bag.

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B VOCABULARY CORNER

WORDS MEANINGS / SYNOMYMS /ANTONYMS

EXERCISE: **Read the words and phrases with their definitions in the table below. Find out one word in each list which is a synonym and another one which is an antonym; then write them down in your exercise-books. One word in the word list is not concerned.**

WORD	DEFINITION	WORD LIST	SYNONYM	ANTONYM
Rudimentary	Basic and simple. Not advanced	difficult, primitive, developed	primitive	developed
Rampant	Spreading very quickly and difficult to control	restrained, fallen, crawling	X	X
To diagnose	To identify	not to determine, to give the right dose, to distinguish	X	X
Chronic	Continuing to occur over a long period of time	persistent, releasing, stressing	X	X
An addiction	A strong and powerful need to have or do something	dependence, adding to, indifference	X	X
To decline	To decrease in quality, quantity or importance	improve, weaken, declare,	X	X
Obese	Describing someone overweight	fat, skinny, strong	X	X

C COMMUNICATION

Listen to the audio and say what the main issue or topic is. Then discuss that issue with your partner.

Session 3

LANGUAGE SKILL: SPEAKING

A Observe and discuss.

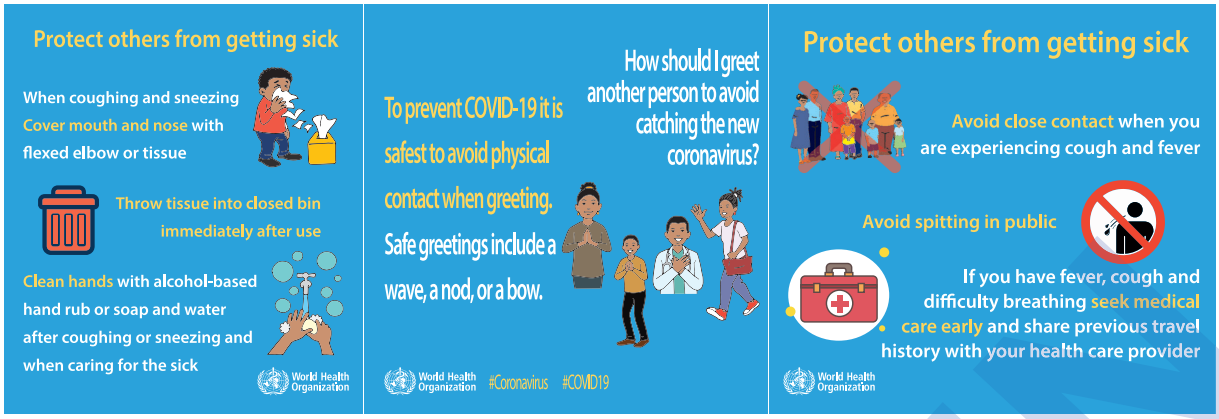
1. COVID-19 has caused a lot of deaths all around the world. Look at this set of pictures, then with your partner describe the symptoms of that disease and present them to the whole class.



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2. Read the flyers below. In groups of four discuss how you can protect yourself and others from being infected by the coronavirus COVID -19. Take notes.



B ROLEPLAY

Use your notes to prepare a conversation about preventive measures against COVID-19 and roleplay it in front of the class.

Session 4

LANGUAGE FOCUS 2

A GRAMMAR CORNER

Language Function	Illustrative sentences
Expressing past and present habits using: used to, be used to, get used to	**Study the sentences below** 1. In the 1970s, in many African villages, people **used to have** oil lamps at night. 2. Today, we **are used to watching** television the whole day. 3. With the Coronavirus people **are getting used to greeting** each other with the elbows.

EXERCISE 1: Note down verb forms expressing past habits and the ones expressing present habits.

In the 1970s, there was no electricity and running water in many African villages. People used to have oil lamps at night. School boys and girls used to put their sleeping mat on the ground in the evening with the oil lamp on it to learn their lessons. They did not even have a table to work on. People used to go to bed early because there was no real entertainments such as watching television. Women used to walk long distances from villages to look for clean water. Telephone and even what is now known as smart phones were farfetched. During those days, young high school boys used to keep a lot of hair and they used to wear large trousers. Habits have changed now. We are used to watching television the whole day and there is electricity, telephone and internet connexion in most areas. Many people are used to working with computers. Yet, elders always miss those old days.

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EXERCISE 2: Tell the class what you used to do or you did not use to do some years ago when you were in primary school. What are you used to doing now?

Example: When we were in primary school, we used to sing in the morning at 7.30 before the class began.

Here are some suggested ideas:

- sing every morning before the class began.
- play hide and seek.
- get up early in the morning with an alarm clock.
- collect our copy books to the teacher's house.
- watch cartoon every evening.
- my mother takes me to school.
- my father drives me to school.
- have a big breakfast before going to school.
- have our hair cut every month.

B VOCABULARY CORNER

COLLOCATIONS

Collocations are pairs or group of words that are frequently used together. For example, the verb *commit* is often used with the noun *crime*. We say tall girl, tall building and high wall but we do not say high girl, high building or tall wall.

Here are some typical collocation patters:

- **Noun+ verb:** birds sing
- **Verb+ noun:** to reply to an email
- **Adjective+ noun:** tall building
- **Verb+ adverb:** to breathe heavily
- **Noun+ noun:** bare foot
- **Adjective+ preposition:** good at, comfortable with

EXERCISE: Work with a partner. Read the sentences below and find out the missing words. Choose words from the box to complete them. Number one is an example.

mistake – speech – manufacturer – order – go – homework – keep – an effort – mood – get

1. Everybody can make **mistakes**.
2. We need to make ___ to do well in the next competition.
3. Organize the list of names in an alphabetical ___.
4. During the sanitary crisis we all were in a bad ___.
5. Can I trust you to ___ a secret?
6. This auto ___ can make more than 500 cars per month.
7. My goals are to go to school and ___ degrees.
8. I always do my ___.
9. I was asked to make a ___ at my sister's birthday party.
10. Don't ___ into the forest or you'll be lost.

C COMMUNICATION

You are a journalist and your neighbour is a Liberian Covid-19 specialist. Interview him/her about:

- The origin of the disease
- How people are infected
- What people used to have as habits before the COVID-19
- What are they used to doing now
- What attitude must they observe to keep safe

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UNIT 2

Session 5

LANGUAGE SKILL: READING

A PICTURE TALK

Look at the pictures below and discuss in pairs what they are about.





B UNDERSTANDING A TEXT

Skimming

1. Read the text below quickly and tell the class its main idea.

Africa vs coronavirus: A challenge for the continent

The coronavirus outbreak is no longer a threat for Africa, it is now a reality as more and more countries on the continent have cases. East Africa is the last region to confirm infections: Sudan confirmed that a 50-year-old man has died, while Ethiopia says a Japanese man who recently travelled to the country tested positive to Covid-19. News on Friday that a Kenyan woman, who travelled from the US via London, had the virus sparked panic buying in Kenya's capital, Nairobi. Pictures and videos shared on social media showed shoppers filling up baskets with hand sanitiser, soap and food. The World Health Organization (WHO) is warning that the window of opportunity to prepare is closing and that critical gaps remain. "Every country can still change the course of this pandemic by scaling up their emergency preparedness or response," said Matshidiso Moeti, the WHO's regional director for Africa. The inter-governmental organisation says it has now shifted from "readiness" to "response" mode on the continent. Most of the confirmed cases involve people arriving from Europe and North America.

The WHO said while local transmission - that is people with no travel history - remains low, containment is the most appropriate strategy. That means detecting cases quickly, isolating them to minimise transmission, treating them and tracing their contacts. Yet the relatively low numbers in Africa have baffled experts. Some suggest the tropical climate is less favourable to the new virus.

John Nkengasong, head of the Africa Centres for Disease Prevention and Control, says no data is available to support that theory. "But we know that Covid-19 is part of the coronavirus family to which the common cold belongs," he told the BBC. These better-known

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coronaviruses are less prevalent where temperatures are higher. But Dr Nkengasong hastens to point out that there are significant outbreaks of Covid-19 in countries in the tropics, like Thailand. If the virus follows the pattern of other viruses, with seasonal peaks in winter, this will be a source of concern for southern Africa, which is heading into its colder months and "flu season", Dr Moeti told the BBC.

One thing that put Africa a step ahead of the rest of the world was its early screening at airports and other ports of entry. This is because infrastructure was already in place and health workers at hand because of the outbreak of Ebola in the Democratic Republic of Congo, which now appears to be coming to an end. DR Congo's first confirmed case of coronavirus was detected this way (....).

By Anne Soy, senior BBC Africa correspondent, March 2020.

Scanning

2. The following words are underlined in the text.
Read the sentences where these words appear and match the definitions below to the corresponding words.

threat – sparked – baffled – prevalent – hastens – screening.

1. present and persistent at a particular place
2. created or started something to happen
3. menace
4. detecting through cameras
5. quickly says
6. astonished

3. Read the text again and answer these questions.

1. Why was the coronavirus not a threat but a reality for Africa by March 2020?
2. How did the populations of Nairobi react to the news of the coronavirus cases in their city?
3. Did the population see the panic scenes on national television? Where did they see them?
4. Where did the people who were first tested positive to coronavirus in East Africa arrive from?
5. Was it the same case in your country?
6. What does containment consist in doing?
7. Does it prove effective in your area or elsewhere?
8. Why is the coronavirus less prevalent in Africa according to this report?
9. Which epidemic broke out in Africa before the coronavirus?
10. Are the two diseases similar according to you? Why?

Session 6

COMMUNICATION

A. DISCUSSION

Social Media like *Facebook, WhatsApp, Twitter* or non-professional online press post a lot of information and videos about health issues. Sometimes, they are the first to publish. Do they really play a good role?

Discuss this question with your partner taking opposite positions on the issue.

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B. ROLE PLAY

A medical doctor meets the representative of a civilian group in a Ghanaian village. Most of these civilians think that diseases such as HIV-AIDS, Ebola and COVID-19 are not real. He exchanges with the representative to sensitize him particularly on the coronavirus COVID-19.

Roleplay their conversation with your partner using the basic protective measures against the new coronavirus.

Session 7

LANGUAGE SKILL: WRITING

A PICTURE TALK

Look at the picture and discuss it with you neighbour.



B READING

AN EMAIL TO A PEN-FRIEND

Kouamé, an Ivorian student, wrote an email to his pen-friend Michael in the USA. Read Kouamé's email to identify:

1. The reason why he wrote to Michael.
2. The detailed description of the problem in his country.
3. His final decision.

Nouveau message

To: mickael@USA.com Cc Cci

Subject: Cancellation of my visit to you in your country

Dear Michael

I hope you're doing well at home. I've planned to visit your country by next summer, but as you know, the sanitary news is very bad in the world. Therefore, I'm not sure it will be possible.

Here in my country, hundreds of people are affected by the novel coronavirus COVID-19. A lot of deaths have been recorded. The government has taken a lot of measures to protect the population: schools, universities and airports are closed. The public transportation system is reduced inside the country. For example, taxis and buses take limited number of passengers in order to respect the required social distancing. A nationwide curfew is imposed from evening to dusk and many towns are cut off from the rest of the country.

People are submitted to a lockdown at home. How is the situation in America?

As you notice, my dear Michael, the world is facing a dire situation. We'll plan to visit each other next year if the world sanitary environment improves.

Best wishes from
KOUAME

Send

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NOTES

You can write an informal letter or send an email to a pen-friend for many reasons: to describe your family tree, a traditional celebration in your area, or the educational system in your country...

- Plan your letter in different parts according to the interest or the subject matter:
  1. the issue: the reason why the email is written.
  2. detailed description of the issue, with examples.
  3. concluding line: writer's final decision.
  Do not be too long.
- Use a friendly, informal style, e.g pronouns ***I*** and ***You,*** contracted forms like ***You've, don't, didn't....***
- Begin your letter or your email with ***Dear Michael or Hi Michael!***
- End your letter or your email in one of these ways: ***Best regards, Kind(est) regards, with best wishes, yours truly...***

C COMMUNICATION

WRITING TASK

Covid-19 is worse in South Africa than anywhere else in Africa.
Write an email to your South African pen-friend to tell him/her how to avoid Coronavirus.

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UNIT 2

Session 8

Check 1

LISTENING

A. Listen to the news report by a medical doctor. Choose the answer which summarises this report.

1. The amount of antiretroviral therapy to cure AIDS
2. Definition of HIV/AIDS and the stages of infection
3. AIDS and the immune system

B. Listen to the report again and find out the right word you hear to complete the sentence.

1. HIV stands for human ___virus.
2. HIV attacks the body's immune system, specifically the ___ (T cells).
3. These ___ or cancers take advantage of a very weak immune system.
4. No effective___ currently exists.
5. The medicine used to treat HIV is called ___ or ART.
6. Today, someone ___ with HIV and treated before the disease is far advanced can live ___ someone who does not have HIV.

C. Listen to the audio and fill out the gaps. Example: **1. poorest**

English Channel migrants : where they're from and what they're escaping.

Yemen is one of the world's **1.** ..... countries and has been devastated by a **2.** .....war. It lies on the southern **3.** ..... of the Arabian Peninsula and major fighting **4.** .....has been going on for almost 10 years. But recently the **5.** ..... has stepped up with the support of some **6.** .....countries. This has brought a variety of **7.** ....., including attacks by jihadists, a **8.** ..... to break away from Yemen in the **9.** ....., as well as corruption, **10.** ..... and **11.** ..... becoming scarce for people who live there.

In the early mornings locals say they see people — even pregnant women — without belongings, resting on the beach, relieved to have survied the crossing.

Recent conditions have seen large numbers of migrants travel the UK channel, to claim asylum and start a new life. More than 200 reached Kent coast last weekend alone.

Source / Work cited: bbc.com / By Rick Kelsey, Newsbeat reporter, 12 August 2020

SPEAKING

The report in exercises 1 and 2 says that there is no effective cure for AIDS. With your partner discuss what one must do to avoid getting AIDS. How is AIDS different from coronavirus?

LANGUAGE FOCUS

A. GRAMMAR

Read the exercises below and write either the simple past form or the past progressive form of the verbs in brackets. Write your answers in your exercise book like in the example.

Example: **1. was sitting / called**

1. I (sit) ___ in a cafe when you (call) ___.
2. When you (arrive) ___ in your classroom this morning, who (you/find) ___ there?

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3. Syntiche (watch) ___ a film when she (hear) ___ the noise.

4. Yesterday I (go) ___ to the library, next I (have) ___ a swim, later I (meet) ___ Bézétou for coffee.

5. We (play) ___ basketball when Atito (hurt) ___ his ankle.

6. What (they/do) ___ at 10pm last night - it was really noisy?

7. Lath (take) ___ a shower when the telephone (ring) ___.

8. Lath (be) ___ in the shower when the telephone (ring) ___.

9. When the supervisor (walk) ___ into the dorm, everyone (snore) ___.

10. When her train (get) ___ to the station, all city authorities (wait) ___ on the platform.

11. On holiday we (visit) ___ Rome, (see) ___ the Vatican, and (spend) ___ a few days at the beach.

12. Why (stand) ___ on a chair when I (come) ___ into the room?

13. What (you/do) ___ when I (call) ___ you last night?

14. Bodou (work) ___ in a bank when he (meet) ___ his wife.

15. When she finally (leave) ___ the house, it (snow) ___.

B. VOCABULARY

For each of the question below 4 options are proposed.
Find the one that doesn't collocate with the verbs in bold.
Example: 1.d

1. What kind of thing might you **cease?**

a) Production
b) Trading
c) Operations
d) Malaria

2. What kind of thing might you accumulate?

a) Wealth
b) Surprises
c) Points
d) Money

3. What kind of thing might you detect?

a) A marketing
b) A difference
c) A disease
d) A presence

4. What kind of thing might you **inspect?**

a) Documents
b) Years
c) Someone's work
d) damage

5. What kind of thing might you keep?

a) an eye
b) a nose
c) a promise
d) a secret

6. What kind of thing might you get?

a) a job
b) angry
c) a permission
d) English

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7. What kind of thing might you take?

a) care c) key
b) a look d) a break

8. What kind of thing might you conduct?

a) a plane c) a mission
b) an analysis d) a research

9. What kind of thing might you raise?

a) crop c) a hand
b) a cry d) a flag

10. What kind of thing might you give?

a) an order c) an offer
b) a hand d) up

Session 9 Project 1

DESIGNING A FLYER FOR A CAMPAIGN AGAINST A DEADLY DISEASE

A. Task

By the end of March 2020, the cases and the death toll of the coronavirus COVID-19 in the world was very high. The virus is still around. We need to take appropriate precautions. Design a flyer for a campaign against COVID-19 using appropriate information you have collected. Make it very attractive and find a picture of somebody who has caught COVID-19.

B. Data collection

Base your flyer on information you have read in unit 2 and other update information. To make your production more attractive, use drawings or useful pictures.

- give some figures (e.g. April 3rd 2020, coronavirus cases worldwide: 1,067,324. Deaths: 56,728. Recovered: 226,037...)
- indicate the basic precautions one must take.
- show a shocking element which can happen if we do not follow the precautions...
- Find figure about corona virus in your area:
  - The number of infected people;
  - The number of death;
  - The number of recovered people;
  - How to avoid it.

C. Sources: Mention your sources of information.

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UNIT 3 TECHNOLOGY

Session 1

Key to this lesson

- **PRESENT PERFECT with SINCE and FOR**
- **Giving and explaining an opinion**

COMMUNICATION: Making a survey
WRITING: Paragraph writing

PICTURE TALK



1. Look at the picture. What can you see?
2. How useful are these tools in people's lives today?

LANGUAGE SKILL: LISTENING

Listen to the audio and do the activities that follow.

A Listening 1

Djè Bi and Gisèle teach English in the same school. They are having a talk about technology. Listen to their conversation and answer these questions.

1. What are they talking about?
2. Who does not like technology? Why?
3. Does the other speaker share the same opinion? Why?

B Listening 2

Listen to the conversation again and in pairs, complete the sentences below.

Past	Present
a) Phones .... to be simple in the past,	but today you .... to read pages and pages of instructions!
b) We just needed to .... the number.	Now it's more ....
c) Some years back, finding a ..... used .... very difficult.	Today, any time, anywhere, you have..... to a phone.
d) There used to be .... and conversations,	but now everybody is busy manipulating their ....

C Listening 3

Listen to the speaker and say if the following sentences are true or false.

1. Mobile phones are essential because they have only positive aspects.
2. Today mobile phones permit to do a lot of things.
3. In the past, communication was impossible.
4. Mobile phones have changed our way of living.
5. The future will reveal that mobile phones have more negative aspects than positive ones.

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UNIT 3

Session 2

LANGUAGE FOCUS I

A GRAMMAR CORNER

Language Function	Illustrative sentences
PRESENT PERFECT: 1. Expressing an action that started in the past and continues in the present with SINCE and FOR.	**Study the sentences below** 1. **I haven't received** any email **since** last month. 2. How many books **have** you **read since** Monday? 3. My son **has played** video games **for** five hours. 4. **I have been** in this school **for** two years.
2. Expressing a completed action with a result in the present.	1. My girlfriend **has just called** me. 2. My boyfriend **has not called** me yet.

EXERCISE 1: Use the following situations to write true sentences about yourself using the present perfect with 'Since' or 'For', and tell your neighbour.

Example: *My friend has not sent any sms to me **since** last week.*

- be in your school.
- watch television.
- post a picture on WhatsApp.
- use the internet
- write on Messenger.
- use Facebook.
- send an sms.

EXERCISE 2: Complete the sentences with the present perfect using *just, already or yet*.

1. **A:** I can't see my mobile phone. **B:** I .....(just/see) it.
2. **A:** I'm terribly sorry. I have broken your glass. **B:** Be careful. You ..... (already/break) two glasses.
3. **A:** How about going to the cinema? **B:** I ..... (already/see) that film twice
4. **A:** Excuse me, can I have my computer back? **B:** Oh dear. Sorry I ..... (yet/not finish).
5. **A:** Are your students still in class? **B:** No, they ..... (just/go) home.
6. **A:** I'm very hungry. **B:** Wait a minute. Daddy ..... (yet/not come) back from downtown.

B VOCABULARY CORNER

EXERCISE : Read the following text and match the definitions or synonyms in column B to the words from the text in column A. Write your answer like in the example.
Example: 1.d

A	B
1. To log on	a) a publicity
2. A habit	b) a publication on the internet
3. An ad/advertisement	c) someone who has a personal website
4. A customer	d) to connect to
5. To spread	e) a routine, a usual practice
6. A blogger	f) a person who buys things
7. To trust	g) to propagate
8. A post	h) a shirt
	i) to believe in

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Walk down any street in the world and you will probably see young people holding smartphones to their ears, sending text messages or **logging on** to Facebook to find out what their friends are doing. Companies around the world are reacting to the **daily habits** of young people and sending their ads where their **customers** are: online.
Levi Strauss, American jeans maker, has found out a new way to bring advertisements to its Asian customers. Instead of presenting new clothes by models at a fashion show they have chosen a handful of 20-year olds from Singapore, Hongkong, Korea and India and are using them to **spread** the word about their new products.
One of those ad carriers is a girl called Bright, a writer and **blogger** from India.
Levi Strauss picked her to talk about clothes on the internet and answer questions from her friends. According to Bright, they want to know more about the product and **trust** her judgement more than a commercial on television. She gets free clothes in exchange for writing one **post** a day.

(Source: https://www.english-online.at/news-articles/technology/mobile-phones-change-peoples-lives-in-africa.htm)

C COMMUNICATION

Listen to the audio and say what the main issue or topic is. Then, with your neighbour, discuss that issue.

Session 3

LANGUAGE SKILL: SPEAKING

A Observe and discuss

What can you see in this picture?
What is this device being used for?



B ROLEPLAY

1. In your class groups discuss negative and positive points about each of the social media tools below. Write these points down.

SOCIAL MEDIA TOOLS	POSITIVE POINTS	NEGATIVE POINTS
1. Facebook		
2. Messenger		
3. WhatsApp		
4. Youtube		
5. Google		
6. Taking selfies		
7. Mobile payments		

2. Now, with your neighbour, use your notes to prepare a roleplay to be presented to your class.

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Session 4

LANGUAGE FOCUS 2

A GRAMMAR CORNER

Language Function	Illustrative sentences
Giving and explaining an opinion **Agreement:** *I agree; that's right; I share this point of view; you're right; etc.* **Disagreement:** *I disagree; I don't share this opinion; I don't agree; etc.*	**Study the sentences below** 1. **A:** Mobile phones are used only for communication **B:** I **totally disagree** with you. Mobile phones can be used for so many different things! 2. **A:** Face to face conversation is better than on the phone. **B: That's right.** Facial expression tells so much!

EXERCISE: Read the following statements and, with your neighbour, give your opinion and explain it.

Example: ***1. You're right. Mobile phones help to transfer money without moving.***

1. Mobile phones have been changing the lives of Africans all over the continent.
2. I think mobile phones help solve the problem of distance between people.
3. There are a lot of fake news on the internet.
4. The internet will never replace human brain.
5. Family relationships are endangered by television and mobile phones.

B VOCABULARY CORNER

EXERCISE : Fill in the blanks of the text below with the appropriate option in brackets.

Mobile banking is becoming more and more popular in countries of the Third World. While in ..... (African/developed/rural) countries almost all people have bank accounts, only a .....(small/big/great) part of the population in underdeveloped countries has access to banks.
In ..... (mobile/traditional/social) banking a person who wants to send money does so by sending the amount via text to the receiver's phone number. The person who receives the money goes to an authorized local shop and withdraws the ..... (letter/picture/cash). There are many examples for mobile banking in the Third World. Hospitals in Tanzania send money to women so that they can pay for the bus ..... (driver/fare/controller) to the hospital. In Afghanistan the government pays its policemen by mobile phone. Coffee plantation ..... (drinkers/owners/buyers) in East Africa send workers their money via text.

C COMMUNICATION

You are always stuck on your mobile phone or your laptop. You spend your time playing games or chatting with your friends. You discuss that with your father. Prepare and simulate the discussion you had with your father. Roleplay the dialogue with your partner.

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Session 5

LANGUAGE SKILL: READING

A PICTURE TALK



Look at the picture and discuss it with your neighbour.

B UNDERSTANDING A TEXT

Skimming

1. Read the text quickly and decide which of the three options below better summarises it.

a) Mobile phones are better than any other invention.

b) No other invention has improved Africans' way of living as much as mobile phones.

c) Mobile phone makers are building companies in Africa.

MOBILE PHONES ARE CHANGING PEOPLES' LIVES IN AFRICA

Mobile phones have been changing the lives of Africans all over the continent more than any other invention before. There are more people using mobile phones in Africa than in Europe and America combined. In fact, mobile phones are growing fast on the whole continent, especially in regions south of the Sahara desert. Today there are 600 million mobile phone users in Africa. By 2016 the number will be close to a billion.

Mobile phones provide a wide variety of services that citizens, especially in rural areas wouldn't have. They offer education in places where it is hard to get. Mobile phones are used for farming projects, where farmers can get information on crop prices. Health websites tell villagers what to do in case of emergencies when no doctor is available or faraway. People even use mobile phones for entertainment in areas where there is no TV. Mobile banking has become widespread across Africa because many Africans don't have their own bank account. Mobile phones are helping people set up businesses and make money, thus raising the continent's overall income. Through mobile phones more people in Africa have access to the internet than to clean water or sanitation.

In the last ten years the number of mobile phone users in Africa has increased greatly. While in the early days people focused on sending messages and talking to relatives, the internet is the main service that is used today. It has become an absolute necessity and in many places has replaced the desktop PC. In Nigeria, for example, there are more mobile phone users than PC-Internet users. Especially Kenya is strongly connected to mobile phones. The country is also called Silicon Savanna because 92 % of all Kenyans go online through mobiles.

While most people are buying cheap, low-end phones, smartphones with internet access are becoming popular too. For phone makers Africa is the market of the future. Blackberry, for example, are stagnating in Europe and the USA but making a lot of profit in Third World countries.

Many Africans can remember the days when life without phone communication was extremely difficult. People in remote villages had to travel many kilometres to a cybercafé

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in order to access the Internet. As there were only few landline connections, ill people often died because they couldn't get medical help fast enough. Today, Africa is the first continent to have more mobile phone than landline connections.

(Source : https://www.english-online.at/news-articles/technology/mobile-phones-change-peoples-lives-in-africa.htm)

Scanning

2. Read the text again and match the words and expressions underlined in the text in column A with their definitions or synonyms in column B. Example: 8- k

A	B
1. to provide	a) money you get for the work you do
2. crop	b) widely diffused
3. an emergency	c) not expensive and of a lower quality
4. widespread	d) far away from other villages and cities
5. to raise	e) to increase
6. income	f) to offer, (give) to give
7. low-end	g) not moving, stay at the same level
8. Blackberry	h) that moves through a fixed cable
9. stagnating	i) an unexpected or dangerous situation
10. remote	j) agricultural product
11. landline	j) a brand of cellphone

A topic sentence is the first sentence of a paragraph that introduces its main idea.

3. Read the text once more and match paragraphs 1 – 5 to the topic sentences below.

a) Africa has become a profitable market for mobile phone companies.
b) Mobile phones have had an impact on Africans' everyday lives over the past ten years.
c) Mobile phones have made communication easier.
d) Mobile phones have reduced the distances between the populations.
e) A lot of Africans have access to the internet through mobile phones.

4. Now answer the following questions.

a) In paragraph one how does the author/narrator justify the fast progression of the use of mobile phones?
b) Which areas have more benefitted from mobile phones?
c) How have mobile phones improved Africans' lives?

Session 6

COMMUNICATION

Task 1: MOBILE PHONE SURVEY

In groups, ask your classmates about their use of the mobile phone.
Use the questions below or use your own questions.

1. How many short messages (sms) do you send per day?
2. Which of these do you like ? Facebook? Twitter ? Messenger?

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3. *What do you use your mobile phone for mainly?*
   a) make phone calls b) send text messages c) connect to the Internet d) other
4. *What program or application do you like?*

	STUDENT 1	STUDENT 2	STUDENT 3	STUDENT 4	STUDENT 5
Question 1					
Question 2					
Question 3					
Question 4					
Question 5					

Task 2: After you have talked to five classmates, write a short report of what they told you.

Example: All the students send more than 5 sms per day. One student likes facebook and three like messenger...

Session 7

LANGUAGE SKILL: WRITING

A PICTURE TALK



What can you see in this picture ?
Discuss the issue which is raised here.

B READING AND WRITING

EXERCISE 1: Read the text below and match the paragraphs to the following topic sentences.

1. Social media destroy family life.
2. Social media initiators are lonely people.
3. Nearly the whole world communicates through social networks.
4. More and more people cannot stop using social media.

SOCIAL MEDIA NETWORKS ARE CHANGING OUR WAY OF HAVING RELATIONSHIPS

A: Communication technology is invading our life more than ever before. Mobile phones are never farther than a reach of our hands away. Emails, social networks, the internet are more present than ever before. More than 60% of all internet users also communicate via social networks and over 85 % of all teenagers have accounts on social networks.

B: Psychologists have started to define terms like Facebook addiction in their reports. Social media sites can be so addicting that people, especially youngsters, do not want to spend time with anything else, they live their relationships in a virtual world.
People often choose to talk to each other via mobile phone, Skype or communicate via Facebook because they may be afraid of getting to know each other, face to face. However, by doing this, they are missing out on their partner's facial expressions or the gestures that the other makes.
Emotions are reduced to Likes or Dislikes, smiley faces or other emoticons.

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C: Psychology experts have also noticed that more and more marriages are breaking up. One of the reasons may be because Facebook makes it possible to communicate with old friends from high-school or former boy or girl friends that you have not had contact with in ages.
Couples are not communicating with each other as they should in real life. They sometimes even break up over Facebook and other social networks. Frequently, they do not argue about things in the usual way, they tend to carry out quarrels in public. As a result, others comment about something that should be solved privately. They don't share with each other, they share with everyone,
D: It is strange to consider the fact that software developers and social network creators are, in real life, not really very social. Most of them are shy people who like to stick to their computers and do not create lasting friendships.

(Source : https://www.english-online.at/news-articles/living/social-media-networks-are-changing-relationships.htm)

EXERCISE 2: Read the text again and find the words whose meanings are below.

Paragraph A:

1. entering.
2. internet platforms where people chat or post pictures and documents.

Paragraph B:

1. Something you cannot stop doing.
2. Young people.
3. Special signs in the form of pictures that you use to express feelings.

Paragraph C:

Coming to an end.

Paragraph D:

Timid.

Paragraph E:

1. Revolts, rebellions.
2. Be born, created.

EXERCISE 3:

A. Paragraph writing

Look at paragraph 1. What is the main idea? Which sentence announces it?

What is the role of the other sentences?

Write topic sentences for the following topics :

a) Video games in youngsters' lives today. What impact?
b) Television in our homes.
c) The impact of modern technology on the industry of music.

B. Choose one of your topic sentences and write an introduction with a topic sentence and two supporting ideas. Check with your neighbour.

C COMMUNICATION

An English Non Governmental Organisation wants to help some African countries to solve their energy problems. To make their choices, they want to know the opinion of the youths about the advantages and disadvantages of solar system. In an article, write to them and try to convince them to choose your country. The writer of the best article will get a scholarship to study solar energy.

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UNIT 4 WHAT THE FUTURE HOLDS

Session 1

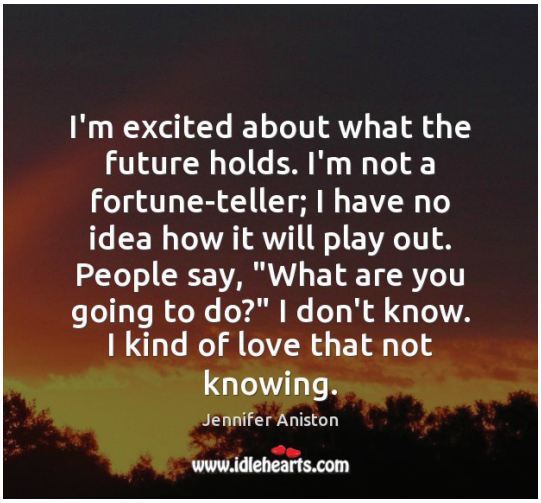
Key to this lesson

- **Expressing future events using will, may, might, can**
- **comparatives and Superlatives**

COMMUNICATION: Talking about fake news
WRITING: Paragraph writing
PROJECT 2: Investigate about fake news

PICTURE TALK

1. Look at the pictures. What can you see?





Issues of tomorrow

2. Look at the pictures again. Tell your neighbour what you feel.

LANGUAGE SKILL: LISTENING

Listen to the audio and do the activities that follow.

A Listening 1

1. Listen to the audio and say who the characters are.
2. Listen again to the audio and tell your class group what Akpouè and his friend are talking about.

B Listening 2

1. Listen to the audio and sum it up in a few words. Share your answer with your neighbour.
2. Listen again to the audio and fill in the gaps in the table below. Use your copy book. Compare your answers with your neighbour.

1	Year when the 1st SMS was sent.	
2	Describe the SMS channel.	
3	Identify those who use the channel.	
4	Envisage the future of SMS in accordance with the text.	

SPECIMEN

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Session 2

LANGUAGE FOCUS I

A GRAMMAR CORNER

Language Function	Illustrative sentences
Expressing possibilities and future events using modal auxiliaries like will, may, might, and can.	**Study the sentences below** - **I won't be** present at the ceremony next Saturday. - **I may come** to the wedding. - **I can't go** to the concert. - **I might be** present at the judgement.

EXERCISE: Read the text below on 2-way SMS and note down the modal auxiliaries if any. Write them in your exercise book.

The use of 2-way SMS will increase

Not only companies will use A2P communication more often, but the use of 2-way SMS will increase. This type of messages allows customers to respond to SMS they receive. Using this type of tool, companies can have their customers (or other stakeholders) confirm a meeting time, answer a survey question, confirm the receipt of a message, and more. Companies could even accept customer-initiated contact. This could include help requests and other digital customer communication. For example, parking companies can get SMS from customers that, using an API, allow them to pay for their parking by sending a text

www.cequens.com

B VOCABULARY CORNER

Listen to the audio and practise the correct pronunciation.

customers – stockholders – survey – digital – parking companies – request – receipt – tool – customer-initiated – 2-way SMS – mall – supermarket – self-service store.

EXERCISE 1: Match the words or phrases in the table below to their definitions or meanings like in the example. Example: 1D

1	Increase the use of SMS	A	A person chosen to hold the moey given by opponants in a race, bet, and give it all to the winner
2	Customer	B	General view
3	Stakeholder	C	A polite demand
4	Survey	D	To make or become larger in amount or number
5	Request	E	A person who buys goods or services from a shop

SPECIMEN

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EXERCISE 2: **Complete the table with the antonyms or synonyms of the words in the table below.**

n°	Words	Antonym	Synonym
1	Will	Won't	
2	Companies		
3	Increase		
4	Customers		
5	Digital		
6	Include		

C COMMUNICATION

Listening task

1. Listen to the audio. As you listen, fill in the table below. Check with your partner.

Airline	Destination	Flight number	Gate number	Departure time
Ethiopian Airlines	Bejiing	ET001	7	6:15 a.m.
Pacific Airways				
PAN-USA				
Air France	Abidjan	AF109	1	12:50 p.m.

2. Listen again and answer the questions below.

a) Who was the urgent call for ? Justify your answer.

b) What was the passenger asked to do? Explain your answer.

Session 3

LANGUAGE SKILL: SPEAKING

A Observe and discuss

1. Discuss the picture with your neighbour.



2. Study the dialogue below and play it.

You: My flight is at 2.15 a.m. But there's some delay.

Friend: Well, I'm in trouble. My taxi has a bad puncture and there's no spare tyre! My flight is at 2.00 am and it's 1.10 a.m.

You: Well, better get another taxi.

Friend: You're right.

B ROLEPLAY

You're at a coach station in Abidjan as a passenger. Your friend is at another coach station in Korhogo. On the phone, talk about the different arrival and departure times looking at their different schedules for your own information, curiosity and future trips.

SPECIMEN

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UNIT 4

Session 4

LANGUAGE FOCUS 2

A GRAMMAR CORNER

Language Function	Illustrative sentences
Expressing comparison with short and long adjectives to describe events.	**Study the sentences below**
Comparatives:	- She works a bit **faster** than he does. - She's growing **prettier and prettier**. - She's **as clever as** her sister. - She's rather **more intelligent than** her brother.
Superlatives:	- He's **the ugliest** man ever. - She's **the most beautiful** lady of her generation.

EXERCISE 1: Study the situations and make sensible sentences. You can add a bit, much, rather or far to a comparative as in the examples above.

a) Maria runs ..... July does (quick)
b) She plays the piano ..... John does (good)
c) This case is .... I thought (heavy)
d) The new armchair is .....the old one (comfortable)

EXERCISE 2: In the situations below, Konan and his friend are discussing the weather conditions, cars, women drivers and other issues. Use the appropriate comparatives to complete the dialogue.

Konan: Cool today, isn't it?
Koffi: Yes, the weather's ..... interesting today ..... yesterday.
Konan: Definitely, yes. See the sky, it's about to rain. But when it rains driving becomes rather difficult.
Koffi: Right and for women it poses no problem because women drivers are ..... careful ..... men drivers.
Konan: Sure! I overheard a conversation last time and a man was boasting that his car was ..... expensive ..... his friend's and ..... powerful as well.
Koffi: You see, such a man is very likely to be ..... of a danger on the road ..... a lady!

B VOCABULARY CORNER

EXERCISE: Match the words in the table below with their definitions like in the example. Tell your neighbour. Example: 1.c

	Words	Definitions
1	Abortion	a. Picture of something
2	Menses	b. Condition of being pregnant
3	Film	c. Stop a pregnancy
4	Patient	d. Where a fœtus develops
5	Intercourse	e. Blood issuing from the womb
6	Womb	f. Client
7	Inseminate	g. Put at risk
8	Endanger	h. Sow
9	Pregnancy	i. Sexual relation

SPECIMEN

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C COMMUNICATION



In the picture above, Mary, her boyfriend John, and Dr Richard. The lady didn't see her menses a month ago. She's with her partner. They're talking about possible abortion with their Doctor.

Discuss the ideas below in groups of four, then in groups of eight. Finally, in the whole class.

- Find two or more reasons for avoiding abortion;
- Show some consequences of abortion;
- Suggest some advice to avoid abortion.

Session 5



LANGUAGE SKILL: READING

A Picture Talk and Discussion

Describe the picture and imagine what it may convey to you.

B UNDERSTANDING A TEXT

Scanning

Read the text below and answer the questions which follow it.

More than 1 in 5 young adults between the ages of 18-30 are often concerned and they are at risk of HIV. You may be especially worried if you have recently had unprotected sex with someone who tested HIV positive.
Sometimes, the danger isn't as great as it seems. A woman who has unprotected vaginal sex with an HIV-positive man, for example, has only 8 in 10, 000 chance for each encounter. But if she has unprotected anal intercourse, her odds become much higher. Other things like sharing needles also increase the danger. But if you take a sip from the same glass as someone who has HIV, there's virtually no risk.

Adapted from cdc.gov

a- Who is concerned with HIV and why?
b- What are the different sex contacts in the text?
c- Identify the risks of the different sex contacts in the text.
d- How can you prevent an HIV infection?
e- Do you think other groups of people are concerned with this disease? Justify your answer.

Session 6

COMMUNICATION



1. In groups of four, discuss the progress of medecine in the following areas:

- determine the child's sex;
- pregnancy without sex;
- distant surgery;
- HIV control.

2. In different interviews, each group member will play the specialist in one area in front of the whole class.

SPECIMEN

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Session 7

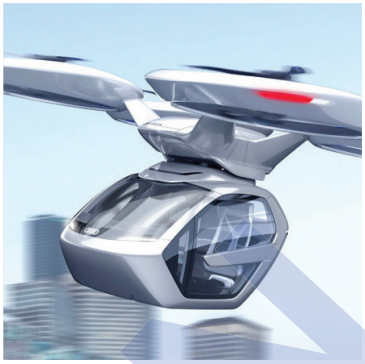
LANGUAGE SKILL: WRITING

A PICTURE TALK

Look closely at the pictures.

In pairs, say what you can see and what they may convey to you. Then in your class groups, talk about the pictures. Finally share your ideas with the whole class.





B READING

Read the text below and answer the questions which follow it.

Faking will increase — so be on the lookout!

Even as operators get better at stopping grey routes, the instances of so-called faking will increase. This is particularly hard to track. SMS marketers beware. With SMS faking, unauthorized senders manipulate the original message data before sending it, altering the center so that it looks like the traffic is coming from it. This lets them pass them off traffic on to another company.

Why do you, as the consumer, need to be on the lookout for? Faking is hard to trace, and even when legitimate shut it down, illegal suppliers usually don't report it back to you. This means that unless your recipients already expecting an SMS from you that they never complain to you about it, your supplier will keep charging you for messages that they never send (marketers beware).

Contact: +468 635 26 00 ; link: content.lekab.com.pages.sevices

Activity

a) Recall what an SMS stands for.
b) Define what hackers and fake news are.
c) Discuss the importance of the two issues in question "b" above.
d) Give your opinion on the issue of hackers.
e) Give your feelings about faking.

C COMMUNICATION

Writing task

Today, the bad use of social media is a real concern.
In groups of four, write a paragraph about this issue to be publised in your school English club weekly.

- Define what fake news and hackers are.
- Mention the consequences of those two challenges today in terms of communication.
- Warn against sharing false information.
- Suggest some solutions to stop this concern.

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Session 8

Check 2

LISTENING

A. Listen to the audio and tell your neighbour what it is about, and tell the moment of the day the departures are taking place.

B. Listen again to the audio. As you listen to the train times, fill in the table below. Check your answers with your neighbour.

Platform number	Train to	Leaves at
	London	
	Clacton	
7	Norwich	8.00
	London	

SPEAKING

- Discuss in your class group the importance of respecting the time when you are having an activity, either alone or with your friends.
- Share your feelings about this assertion: 'Time is money'.

LANGUAGE FOCUS

A GRAMMAR

Language Function	Illiustrative sentences
Expressing a feeling using idiomatic expressions (a phrase whose parts must be kept together to make sense).	**Study the examples below**

Example 1:

- He pulled a face when he saw a young boy with red earrings. (made an expression of the face to show dislike, disagreement).

Example 2:

- He washed his hands of the matter. (He didn't want to be anymore associated with the matter : Pilate)

Now make similar sentences of your own in appropriate situations. Use the same idiomatic expressions or others you know, for instance: see the light, over the moon, give way...

SPECIMEN

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B VOCABULARY

1.Read the text below and match the words to their meanings in the table like in the example.

Example: **1.e**

Migrants

People who move from one place to another in search of work or shelter are called migrants. Most of the time migrant people are not skilled nor educated. As a result, they usually are employed as daily wagers (workers who are paid at the end of each day, for their services). Daily wagers do not get enough money for the survival of their families and suffer from many problems such as they do not have enough food to eat, sanitation issues, no decent place to live, etc.

1. search	a) salary
2. shelter	b) cleanliness
3. migrant	c) instanse of surviving
4. wager	d) safe place
5. wage	e) person who leaves their village for another place
6. survival	f) paid daily
7. sanitation	g) look for

Session 9 Project 2

INFODEMIC-spreading fake news is almost as dangerous as spreading a virus.
Source: Rcc.int
Amer Kapetanovic, diplomat and political analyst (2017).
- How to avoid it?

A. Task

Write a paragraph of about ten lines that will be published in your school English club magazine about spreading fake news.
In your paragraph, sensitise your friends and the local community:
- explain what fake news is according to your findings.
- mention the dangers related to fake news relating to your research results.
- say why people use fake news in relation to the information you collected.
- give your own opinion and suggest some solutions to curve this plague.

B. Data collection

Mr Kapetanovic asserts that giving false information is like spreading a virus.
- Look for information around you that confirms this statement.
- Go also to the Internet for the information you are looking for.
- Go to cyber cafés to collect data on faking.
- Use your own cell phone to search for additional information on faking.
- Make notes at each stage of your data collection.

C. Mention all the sources and the works that you consulted in your research.

SPECIMEN

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UNIT 5 GENDER AND EDUCATION

Session 1

Key to this lesson

- Talking about Quantities using some, any / much, many, a lot of, a little and a few
- Expressing obligation with must, have to
- Giving advice with should, ought to

COMMUNICATION: Breaking prejudices
WRITING: Keeping a diary

PICTURE TALK

1. Look at the pictures. What can you see?





2. Do many girls go to school in your area? Is it a good thing?

LANGUAGE SKILL: LISTENING

Listen to the audio and do the activities that follow.

A Listening 1

1. Listen to the audio and practise the correct pronunciation.

educational system – gender – degree – graduate – literate – literacy – illiteracy – single-sex school – boarding school – college – tuition fees – to sit an exam – register – subjects – grade – attendance – library – academic – remedial – nursery school – term

2. Now practise by reading the words with your partners in groups. A member of your group will read them aloud for the class.

B Listening 2

1. Susan, a UNICEF worker, has met Mary a young secondary student. Listen to their conversation. Read the statements below and choose the correct answer to complete them. The first answer is done for you.

Example: a - a_3

a) Mary is a student from ___
- a_1) a girl's secondary school.
- a_2) a boy's secondary school.
- a_3) a boys' and girls' school.
- a_4) a single-sex school.

b) Mary is ___
- b_1) a pretty girl.
- b_2) doing well at school.
- b_3) not learning anything by heart.
- b_4) learning special subjects

SPECIMEN

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c) In Mary's school there are ___

c_1) ordinary people.
c_2) fifty pupils.
c_3) fewer boys than girls.
c_4) friends she likes.

d) Most parents in Mary's area ___

d_1) send their daughters to school.
d_2) like Bachelor's and Master's degrees.
d_3) find jobs for their girls.
d_4) force their daughters to get married.

e) Most parents in Mary's area think that girls ___

e_1) can't succeed at school.
e_2) can't succeed in public school.
e_3) can't do chores.
e_4) are too young to get married.

2. Answer the questions about the conversation you have listened to:

a) Where does Mary take classes?
b) What is her school?
c) How many boys and girls are there in her classroom?
d) Why are there few girls at school according to Mary?
e) Do you agree with parents who prefer to keep their girls at home? Justify your answer.

Session 2

LANGUAGE FOCUS I

A GRAMMAR CORNER

Language Function	Illustrative sentences
TALKING ABOUT QUANTITIES WITH some, any / much, many, a lot of, a little and a few	**Study the examples below**

Examples:

- There are **a lot of boys** in my school.
- We don't have **any Music** teacher.
- There are only **a few women** who teach in my school.
- There isn't **much food** to eat at lunch break.
- There aren't **many girls** in my classroom.
- Students make **a lot of noise** when the teacher is absent.
- I study in a group with **some boys**.
- We have **a little time** to play.

EXERCISE 1: Complete the following conversation. Use *some or any.*

A: I bought ___ cakes and fruit for desert tonight. What else do we need?
B: We don't have ___ milk or sugar for the coffee.
A: Ok. I can get some.
B: Grandfather doesn't like to drink ___ soda. Let's buy ___ lemonade for him.
A: OK.
B: Here are ___ flowers. There weren't ___ roses so I bought ___ .
A: They are very beautiful. Grandpa will love them.

EXERCISE 2: Complete the sentences below with *a few, a little, much or many.*

a) We need to get more oranges. We only have ___ left.
b) There's just ___ .we need to buy more.

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c) Please, hurry up. There isn't ___ time. They'll close the school gate.
d) There aren't ___ people in that restaurant. Let's have a good fufu there.
e) We don't have ___ information about the origin of this disease.
f) I had ___ minor problems with my computer, but my friend was able to fix them.

B VOCABULARY CORNER

Forming Adjectives Ending With The Suffix –"al".

Read this short dialogue and study the underlined examples of adjectives with the suffix "al".

A: Do you remember the international day of women?
B: It's on March 8th. Last year a lot of women in our area wore traditional clothes for the public celebration.
A: Exactly. Their clothes were so natural! I really appreciated them.
B: Yes. Industrial cloths are expansive but not attractive enough.

EXERCISE 1: Work with a partner to form adjectives from the following nouns:

agriculture – theory – year – sex – bible – end – electric – geometry – period – method – culture – benefit

EXERCISE 2: Work again with your partner. **Now try to fill in the blank with a suitable adjective you will form from one of the words in the box below.** A word cannot be used twice. The first one has been done for you.

medicine – economy – death – commerce – King/Queen – education – environment – government

1. The commercial activities dropped during the coronavirus pandemic.
2. The ___ family in the UK is highly respected by the British people.
3. Nowadays, ___ systems around the world care about gender equality in schools.
4. The accident we saw on the road last week-end was ___. A lot of people lost their lives.
5. We must make the disappearance of rain forests a serious ___ issue.
6. ___ researches must focus more on viral diseases.
7. The social and ___ development of our countries depend on the commitment of our fellow citizens to hard work.
8. ___ decisions are made by the President of the republic and his cabinet members.

C COMMUNICATION

Ask and answer questions among partners to find out the amounts of things you have here at school or at home.

Example: A: Do you have much money to buy sandwiches for us?
B: Yes. No problem. I can offer many sandwiches and enough drink for the group at lunch break.

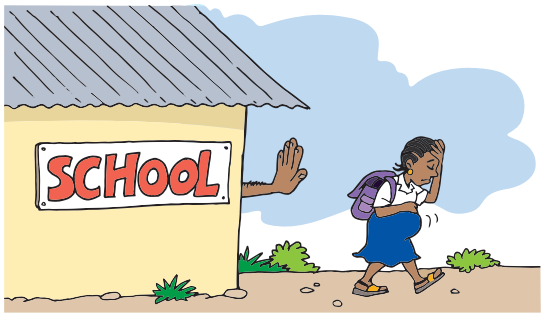
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Session 3

LANGUAGE SKILL: SPEAKING

A Observe and discuss



Look at the picture. Describe it with a partner. How is the girl in the picture treated?

B **ROLEPLAY: Act out one of these two situations**

1. Aya's father is very angry. He wants to take her out of school because she is pregnant. In a roleplay with a partner (one is the father, and one is Aya) discuss this situation to help the young girl.
2. Jo's father is very angry. He wants Jo to stop going to school and find a job to take care of Aya who is pregnant from him. In a roleplay with a partner (one is the father, and one is Jo) discuss this situation to help Jo and Aya.

Session 4

LANGUAGE FOCUS 2

A GRAMMAR CORNER

Language Function	Illustrative sentences
• **Expressing obligation and necessary actions with MUST, HAVE TO** • **Giving advice or talking about what is right to do with SHOULD, OUGHT TO**	**Study the sentences below** • **You must be** at school on time at 7 o'clock. **You don't have to take** your breakfast at that time. • **You should not throw** used papers in the yard. • **You should make sure** you have all your books. • **You ought to do** your homework to avoid being punished on Saturday mornings.

EXERCISE 1: Complete the sentences with the correct forms of must, have to or should.

1. You have two khaki uniforms already. **You don't have to** buy one again. It's a waste of money.
2. Ali can't leave her daughter home. He ___ send her to school.
3. This film is shown three times on television so you ___ watch it necessarily tonight.
4. To avoid coronavirus you ___ shake hands. You ___ wash your hands regularly.
5. It is the curfew time. You ___ stay out now.
6. Alice broke her friend's computer. She ___ do her best to repair it immediately.
7. In my village one ___ blow whistle at night. It is the rule.
8. She ___ buy this novel. She can borrow one from the school library.
9. What ___ study for your next language test?
10. When taking the test you ___ use a dictionary. It is strictly forbidden.

SPECIMEN

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EXERCISE 2: Build your own sentences with ***Must, Have to and Should***.
You can use the following ideas:

1. See a doctor when you are sick.
2. Drivers respect the road signs.
3. Make friends at school.
4. You have a ticket for the cinema. Don't buy another one.
5. Go to the staffroom without any permission.

B VOCABULARY CORNER

Forming Adverbs of Manner (suffix _ly.....).

Examples:

- Habib is very careful. He drives carefully.
- These pupils are quiet. They are working quietly.
- Mother has a very angry look today. She looks at me angrily.

EXERCISE 1: Complete the conversation with the adverb form of each word below. A word can be used only once.

fluent -- quick -- good -- bad -- clear -- late.

Marc: How did you find the debate on television yesterday night?
Michelle: Good. It was about girls' education. The Three guests spoke very ___.
Marc: I liked the woman. Her arguments were ___ understandable. No ambiguity.
Michelle: Yes, and the man who supported girls' education spoke ___ without a single hesitation on words.
Marc: On the contrary, the other guest who thought that only a few girls should go to school ___ defended his position.
Michelle: And the program started ___. About 30 minutes. In the end, the journalist was obliged to rush. So he made the guests conclude ___.

EXERCISE 2: Work with a partner. Rewrite the sentences using a verb and an adverb of manner. Write your answer like in the example. Example: 1. He spoke nervously.

1. He was nervous when speaking.
2. She spoke with freedom. ___
3. He speeded on the highway on his new car. ___
4. We heard students talk far away. ___
5. She went into her bedroom without making any noise. ___
6. The class started at 7 o'clock but they came at 6.30. ___

SPECIMEN

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C COMMUNICATION

Read the text below and answer the questions on how Andé became a good public speaker.

PUBLIC SPEAKING

Fifteen years ago I gave my first speech in front of a large audience. I used big words and long sentences. I spoke seriously and fast. I was afraid to tell a joke. I worked hard and I received polite applause, but knew my speech was not that good.

The next time I gave a speech, I asked a friend to help me. She helped me to focus on three ideas and to give three examples. In my next speech I spoke slowly and clearly. I thought carefully about everything I wanted to say. I spoke honestly and I gave personal examples. I only said things I really believe. This time the applause was long and loud. I connected with the audience and I felt good. People gave me their time and I gave them a speech to remember.



By Johnny Jones, from Focus on Grammar 2.

a) How did Andé speak during his first public speech?
b) Did he tell Joke? Why?
c) What were the three things his friend told him to focus on?
d) Now, based on Andé's experience, close your book and advise your partner on how to be a good public speaker? (use modals and adverbs of manner you have studied).

SPECIMEN

Session 5

LANGUAGE SKILL: READING

A PICTURE TALK

1. Look at the pictures and discuss in pairs what they are about.
2. Do you agree with what is written on the poster held by the young girl?





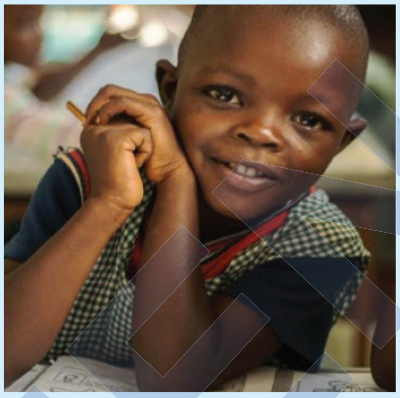
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B UNDERSTANDING A TEXT

Skimming

1. Read the text below quickly and tell the class its main idea.

Millions of girls remain out of school.



Bright-eyed and clever, a young girl from a small village in Malawi shares her wish for a better life. From her confines, up early in the morning, cleaning and cooking, eating last, marrying young, she has little chance for school, much less a future with a career. "Because I'm a girl, I have dreams," she says thoughtfully. "When I grow up, I want to be a doctor, a judge or maybe a scientist." With an education, she concludes, she could help her sisters and friends. "And together we could show everybody how girls make the community stronger and richer!

"Give me a chance," she says disarmingly, "and I'll take it from there." The three-minute video, produced by Plan International, a UK-based global advocacy group on children, tells the story of the near-insurmountable challenges facing school-age girls in the world's poorest regions, including many parts of sub-Saharan Africa. Her story mirrors that of millions of girls around the world whose prospects are severely limited because they cannot finish school.

According to the 2014 Millennium Development Goals Report, a United Nations annual report that tracks progress towards achieving the MDGs, some 33 million children in sub-Saharan Africa were out of school in 2012. For example, Nigeria had about 5.5 million girls out of school and Ethiopia had more than a million. While the situation varies from country to country and between rural and urban areas, overall 56% of the out-of-school children are girls. Over the past seven years, however, the gap appears to have remained the same, according to the report. Pervasive poverty and persistent cultural attitudes, including forced early marriages and child labor, continue to be the main obstacles to girls' education in sub-Saharan Africa.

Other obstacles, according to the Plan International report, include the cost of education, child prostitution, early pregnancies and long distances to schools. "Poverty lies at the heart of many of the challenges that hinder girls' access to education. The pressures of poverty mean that parents must constantly make decisions about how to utilize extremely limited resources and how best to provide a secure future for their family," the report notes. Poor families, mostly in rural areas, are forced to send boys to school while keeping the girls at home helping with chores in the belief that chores are sufficient lessons for girls to learn how to keep a family. Even as more girls are enrolled in primary schools, their chances of dropping out continue to be greater than boys'. Girls may be withdrawn from school by parents for reasons linked not only to costs but to unwanted pregnancies from rape at the hands of male teachers or other male adults in their communities.

By: Franck Kuwonu From Africa Renewal website: April 2015

SPECIMEN

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Scanning

1. The words in column A are from the texts. Match them with their meanings in column B. Write your answers like in the example.

Example: 10-k

A	B
1. confines	a) reflects, shows
2. disarmingly	b) invading, invasive
3. mirrors	c) is an obstacle to, impedes
4. tracks	d) restraints.
5. gap	e) difficult tasks, routine tasks
6. pervasive	f) leaving school prematurely
7. hinders	g) forced sexual intercourse
8. chores	h) in a charming manner, charmingly
9. dropping out	i) extract money
10. withdraws	j) opening, break
11. rape	k) removed, taken out
	l) monitors, follows

2. Read the text again and answer the questions below:

a) Where is the young girl from?
b) What are her wishes for a better life in future?
c) What do young girls of her area have to do at home every day?
d) Do they have any chance to achieve their dreams?
e) Were all the 33 million children out of school mentioned in the text young girls?
f) Determine the number of young girls from this figure according to the text?
g) What are the causes of the gap in gender and education in sub-Saharan Africa?
h) Why do some poor families choose to send boys to school?
i) Who is often responsible for young girls' pregnancies?
j) What is the reality concerning girls' education in your area?

Session 6

COMMUNICATION

Study the picture and answer the questions bellow.



This father is furious with his daughter and threatens her violently.

1. Do your parents have the same attitude toward their daughters?
2. Do you think that ''bringing girls to school is a loss"? Discuss your opinion with a partner, then with the whole class.
3. Give examples of successful girls or women you know or you have heard about.

SPECIMEN

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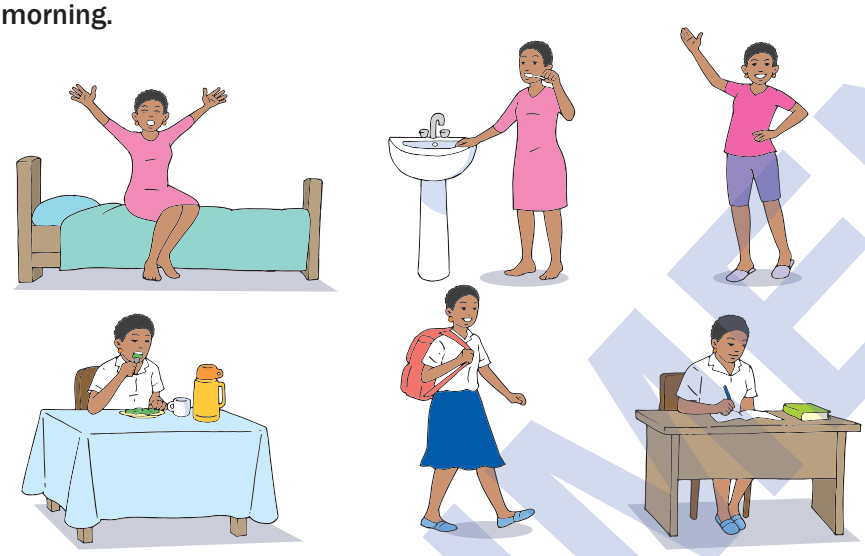
Session 7

LANGUAGE SKILL: WRITING

A PICTURE TALK

DESCRIBING ROUTINE

Observe the pictures below and say what Acéna, the little girl, does when she gets up every morning.



B READING AND WRITING

1. Do you keep a personal booklet where you write activities that you do, or events that happen to you every day? Some people do it. They have a personal diary.
Here is for example a page of personal notes a young boy wrote in his diary over a date.

Monday 4th April

6.00: Get up, take a bath.
6.30: Have my breakfast.
6.45: I walk to school not far from home.
7.00: Start class up to 12 o'clock.
Today we have 4 subjects: Math, English, History and civics. In English we studied vocabulary and grammar; a very interesting text about gender and education.
12.10: I walk back home with my friends.
12.30: Have lunch.
16.00: I'm out to play football with friends. I often do it on Mondays.
20.00: After dinner I start studying: revisions and homework.
22.30: I'm in bed. End of my day. See you tomorrow.

SPECIMEN

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2. The boy wrote a short paragraph with his notes and read it during the English class. Read his story.

I get up every day at 6 o'clock and take my bath. After that I have breakfast and get dressed quickly to go to school. Since the school is not far from my home, I usually leave at 6.45 and walk for about 15 minutes. I stay at school from 7 to 12.00 on Mondays: we have Mathematic, English, History and Civics.
I walk back home every day with a group of friends after the classes. On Mondays, I often go to play football after lunch and after a long rest from 13.00 to 15.30. We have the family dinner at 20.00. Then I learn my lessons and do homework. My day usually ends at 10.30 p.m. when I go to bed.

3. Make notes of your own routine on weekdays. Choose one day in the week you've been particularly busy, and write about it. In your writing, use the following to help you:

- time sequencing,
- activities,
- results,
- your feeling.

C COMMUNICATION

WRITING TASK:

Make notes of your own routine on weekend days.
Write a short description of this routine and read it to the class.

SPÉCIMEN

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UNIT 6 CITIZENSHIP

Session 1

Key to this lesson

- **Expressing quantity with some and any**
- **Relative pronouns: Who ; where ; when ; which ; that**

COMMUNICATION: Elections and the youth
WRITING: Official letter
PROJECT 3: Investigate about Education in your country

PICTURE TALK

1. Look at the picture below.
What can you see? Tell your neighbour.



Youth attendees of a high-level event at the United Nations Headquarters on 'Financing the Future : Education 2030' 20 september 2017.

2. - Do young people have political rights?
- Have you ever used your political rights? How?
- What is your understanding of democracy?

LANGUAGE SKILL: LISTENING

Listen to the audio and do the activities that follow.

A Listening 1

Listen and say if the following statements are true or false.

1. The objective of civic education is to keep social order and the peoples' obedience to those in power.
2. Nowadays, education is not meant to prepare for democracy.
3. There are tensions because young people are not patriotic.
4. People have different interpretation of democracy.

B Listening 2

1. Listen to the three short texts and match the correct summary to each paragraph.

a) Young people use social media more than any other generation.
b) Young people are better prepared to reach the Sustainable Development Goals.
c) Young people are the generation to promote global citizenship.

SPECIMEN

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2. Listen paragraph after paragraph and say if the following statements are true or false.

Paragraph 1

a) The young generation is a minority group in the world.
b) In under developped countries the youths use the internet more than older generations.
c) The youths are better equipped to develop all sectors of social life.

Paragraph 2

a) Social media bring people together.
b) Global citizenship cannot be promoted by the youths.

Paragraph 3

The youths are better equipped for businesses through social media.

Session 2

LANGUAGE FOCUS I

A GRAMMAR CORNER

Language Function	Illustrative sentences
Expressing quantity with *some* and *any*	**Study the sentences below** 1. **Some** a) There are **some** good citizens in this corrupt area. b) There is **some** water in the bottle. 2. **Any** a) I haven't got **any** money. b) There aren't **any** books on the table. c) Is there **any** sugar in your coffee? d) Are there **any** girls in your class?

Read what is in the table above and try to discuss with your partner when *some* and *any* are used. Look at the words underlined and in bold.

REMEMBER

some or any

- Use **some** and **any** when you don't know the exact number or amount.
- Use **some** in a positive sentence.

Example: I've got **some** plasters.

- Use **any** in a negative sentence or a question.

Examples: I haven't got **any** milk.
Have you got **any** bread?

EXERCISE 1:

1. Listen and notice the stress:

Don't destroy any public building. Buy some books.

Don't	destroy	any	public	building
- -	- -	/eni/	- -	- -

Buy	some	books
- -	/s ɔm/	- -

2. Listen to the other sentences and practise the stress.

1. Do some social work.
2. Don't burn any buses.
3. Try some volunteering.
4. Practise some tolerance.
5. Don't drink any alcohol.
6. Engage in some social activities.

SPECIMEN

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EXERCISE 2: Complete the following sentences with some or any:

1. **A:** Have you got ..... emails from your friends?
   B: Yes, a lot.
2. **A:** You look thirsty. I think you need to drink ..... fruit juice.
   B: That's right but I prefer ..... water.
3. **A:** Mum, there isn't ..... salt in the soup.
   B: Sorry, my dear. You can have ..... on the table.
4. **A:** Are there ..... mobile phones in your village?
   B: Of course Yes.
5. **A:** We haven't had ..... lessons on citizenship so far.
   Yes. They say there aren't ..... citizenship teachers in our school.
6. **A:** Is there ..... value in volunteering?
   B: Sure. That makes you a good citizen.

B VOCABULARY CORNER

Match the words on the left to their meanings or synonyms on the right.

1. To network	a) to make sure
2. Background	b) national assembly
3. Besides	c) strategy
4. Policy	d) origin
5. To ensure	e) to connect
6. To make up	f) also ; moreover
7. Parliament	g) to constitute

(This will be needed in session 7.)

C COMMUNICATION

Listen to the audio and, with your neighbour, discuss the topic. Are you interested in that topic? Why or why not?

Session 3

LANGUAGE SKILL: SPEAKING

A Observe and discuss

Look carefully at this picture. Discuss with your neighbour what you can see. What is your interpretation of it?



B ROLEPLAY

Look at the picture again and identify a topic. With your neeighbour, find and discuss views for or against that topic. Roleplay your discussion.

SPECIMEN

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Session 4

LANGUAGE FOCUS 2

A GRAMMAR CORNER

Language Function	Illustrative sentences
Relative clauses ***Relating ideas using*** ***Who – where – when – which – that***	**Study the sentences below** A good citizen is a person **who** respects the laws of his country. Volunteering is an act **which** introduces you to new people. All citizens want to live in a place **where** there is peace. The time **when** people died from hunger is over. This is the dog **that** killed the cat.

EXERCISE 1: Use the appropriate relative pronoun to complete the following sentences.

1. A humanitarian is someone .....helps people in danger or distress.
2. Volunteering is an act .....introduces you to new people and cultures.
3. The people .....live on the other side of the street are refugees.
4. The Meditaranean sea is the area .....a lot of migrants die.
5. MSF is an NGO .....brings medical care to refugees or to wounded people.
6. The mobile phone is the technology .....makes us feel close.
7. The internet is the place .....you can find anything.

EXERCISE 2: Combine the following sentences using relative pronouns.

Example: a. I liked the swimming pool **where** I learnt to swim.

a. I liked the swimming pool. I learnt to swim there. .....

b. There was a courageous volunteer in my group. He taught me how to take care of the sick.....

c. This is the new school. They train volunteers before sending them to the field. .....

d. Look at this mobile phone. My sister gave it to me.

e. This is the moment. They need primary health care.

B VOCABULARY CORNER

EXERCISE : Read the text below and match the words on the left with their meanings on the right.
Check your answers with another person.

1. feature	a) well-being
2. issue	b) plan
3. income	c) characteristic
4. channel	d) problem
5. desiderata	e) salary
6. scheme	f) conditions
7. welfare	g) means

SPECIMEN

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Participatory citizenship

The idea of 'participation' as an important feature of citizenship has raised the issue of what in reality makes such participation possible. Obvious factors include the opportunity to work and to contribute to society, a reasonable level of income, access to public authorities and channels for the expression of views.
There are many in society to whom these desiderata do not in fact apply: 'second-class citizens', the 'excluded', the 'underclass'. Recently government attention has been given to regeneration schemes, skills training, social welfare benefits, so as to bring these people within the normal functioning of society – in short, to make them citizens.

C COMMUNICATION

Work in pairs to get prepared. List some people, things, moments or places that are, or have been important in your life. Explain why they are important to you. Use relative clauses.

After you get well prepared, tell your story to the whole class.

Example of notes:

This is the smartphone which my mother gave me after my success at the exam.
Yamoussoukro is the wonderful place where I was born.

Session 5

LANGUAGE SKILL: READING

A PICTURE TALK



1. Look at the picture. What is happening there?
2. What can you say about people in that picture?
3. Can you identify any specific group?
4. Have you ever heard of a Youth Parliament?

B UNDERSTANDING A TEXT

Scanning

1. Read the text and find words or expressions whose meanings are below.

Paragraph 1:

a) Legislative authority in a country.
b) To begin; to activate.
c) To stop.
d) Sudden situation requiring immediate action.
e) To require; To ask for.

Paragraph 2:

a) Someone who speaks for another person or a group.
b) Seriousness.

Paragraph 3:

a) To emphasize; to underline.
b) To support.

SPECIMEN

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2. Read the text again and answer these questions.

a) How many campaigns did the British Youth Parliament launch? What are they?
b) How do the youths qualify knife crime? Why?
c) What is climate change?
d) Why do you think they declared climate change a top concern?
e) What is the main objective of their campaigns?
f) Do the British youths expect the government to solve the issue alone?
g) What solution do they suggest?
h) Why do they want to be consulted?
i) Do you agree that young people must have their say in politics? Why or why not?

UK YOUTH PARLIAMENT LAUNCH CAMPAIGN TO ADDRESS KNIFE CRIME AND CLIMATE CHANGE 27th January 2019 by RHAMMEL AFFLICK

1. UK Youth Parliament have launched their national campaigns, 'Protect Our Future', which demands action to halt the climate emergency and 'Youth Action on Knife Crime' which calls on the UK Government to address knife crime as a public health issue. Young people declared climate change a top concern with knife crime also becoming a priority for the second time.
2. A Spokesperson for the UK Youth Parliament said: "The climate emergency and knife crime are the biggest issues facing young people and politicians must work to address their concerns with some urgency and with young people's voices at the table."
3. The climate change campaign recognises the situation will only be improved by the combination of individual action and government-level change. Members of Youth Parliament believe the government must act to halt the impact of climate change. UK Youth Parliament state young people's voices should be at the heart of decision making as they will be most affected by climate change in the future.
4. Knife crime remains a priority for the UK Youth Parliament, following a year highlighting the prevalence of knife crime in the UK. This year's campaign will continue to back the Youth Violence Commission's calls for the Government to adopt a public health approach but will also call on the Government to roll back the use of 'stop and search' as a method of addressing knife carrying.
5. Each campaign was chosen following the UK Youth Parliament's debate within the House of Commons chamber on Friday 8th November 2019.

Notes: UK is United Kingdom.

http://www.ukyouthparliament.org.uk/2020/news.

Session 6

COMMUNICATION

A debate

In the United Kingdom the Youth Parliament are campaigning for votes at 16. Do you think 16-17 year-olds should vote in your country? Your English teacher wants to know your opinion about that. Discuss in your groups and choose a spokesperson to tell your position to the class.

SPECIMEN

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Session 7

LANGUAGE SKILL: WRITING

A PICTURE TALK



What do you think these young people are doing in this picture?

B READING AND WRITING

1. Read the text below, discuss it with your partner, and write a short summary of it.

2. Now, pick in the second paragraph of the text two or three reasons that you might use later to discuss why the youth should be taken into account in all aspects of life.

The Youth And The Internet

On average, over 80 per cent of young Internet users are active across social media. Analyses suggest that two of the main reasons why youth go on social media platforms are to network with others and to meet new people. This puts youth in a unique position to engage with people from diverse backgrounds and countries.

Besides networking with their peers, youth have also increased opportunities to connect with national and world leaders on the Internet and social media in particular. They also actively participate in conversations with government representatives and policymakers. This is an important step forward in ensuring that young people are involved in decision-making processes. Even if we have the largest and most connected youth generation in history, it is unfortunate that 73 per cent of countries still restrict young people from running for houses of parliament. People under 30 years of age make up less than 2 per cent of the world's parliamentarians.

Adapted from Jayathma Wickramanayake(https://unchronicle.un.org/article/youth-lead-way-more-connected-and-sustainable-world)

C COMMUNICATION

Young people's vote is a real challenge to African governments. As a member of the West African Youth Parliament **write an official letter to your Ghanaian friend about voting at 16 in national elections.** Mention the topic in the introduction. In the first paragraph of the development, give arguments against, and in the second, find arguments for. Give your decision in the conclusion.

SPECIMEN

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Session 8

Check 3

LISTENING

Listen to a short part of a speech and say if the sentences below are true or false. Explain your answer.

1. Most problems of the world are not solved.
2. Most current education systems integrate transformative approaches.
3. Education 2030 takes into account human rights, peace and responsible citizenship.

SPEAKING

The British council is organising a survey in order to bring appropriate support to improve your school environment.

Circle the number you think better corresponds to the realities in your school, then discuss it with your partner. Justify your answer like in the example.

Example: **A:** *I think all the students respect the rules so I give 5.*
B: *You are right. We all have a good behaviour.*
Or **A:** *I think there are a lot of delinquents in our school. Rules are not respected. I give 1.*
B: I'm sorry, I don't agree. Only a few students don't respect the school rules.

	Totally agree	Mostly agree	Partly agree	Mostly disagree	Totally disagree	No idea
There is a sense of community in my school.	5	4	3	2	1	0
People care for the environment.	5	4	3	2	1	0
There are good facilities (classrooms, toilets, playgrounds....).	5	4	3	2	1	0
Students are supported by the school community (health care, studies...).	5	4	3	2	1	0
School rules are respected by students.	5	4	3	2	1	0
TOTAL						

LANGUAGE FOCUS

A GRAMMAR

1. Group work: You have to choose the best citizen of your school. Use ***must, could, can't*** *and* ***might*** to discuss who you are going to choose.

After the discussion, write your definition like in the example:

The best citizen must be someone who is excellent at school. It could be a student who respects the administration and teachers. It might be a girl or a boy who works hard but it can't be someone who is engaged in politics...

SPECIMEN

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2. Complete the sentences below with the correct relative pronouns.

1. The school of statistics? Well, go straight. It's the school ..... is across from the police academy.
2. Yesterday evening, I had to meet that girl ..... I've been dating for months. Right around the time ..... we had to meet, it started raining so hard. I'll never have another chance again.
3. **A:** Who's that wonderful lady?
   B: She's the lady ..... husband's just won the karate championship.
4. Why do I love this beach? You're kidding. Don't you know this is the beach ..... all the beautiful ladies in the city gather every weekend? Wait and see.
5. Please, let's go this way; there comes that student ..... likes speaking English to the people ..... he meets.
6. **A:** Tell me! How comes this big shot knows you?
   B: Amazed, huh? It's the Minister, the daughter of ..... is my girlfriend.

3. Complete the dialogue with "some", "any" or "no".

A: Hallo, Fred! What time's the meeting taking place?
B: At 4:30p.m. Is there ..... problem?
A: Yes. It's 4:05, but ..... student can be seen around. Oh, wait! I can see a bus coming along, perhaps ..... of our friends are turning up.
B: Amazing, indeed! I know ..... said they'll be late, but not that late!
A: Gosh! Not ..... of our fiends is in that bus.
B: Don't worry that much! From my office window I can see a great number of them entering by the back door. I think we're likely to start the meeting with ..... delay.

B VOCABULARY

Put each of the following words or phrases in its correct place in the text below. One word is not concerned.

viewers – subjective – mass media – quiz shows – indoctrinate – channels – objective – soap – operas – commercials – switch

(a) **Mass media** is a phrase often used to describe ways of giving information and entertainment to very large numbers of people. It includes newspapers, advertising and radio and, of course, television. In most countries people can (b) ..... to any of three or four different(c)..... . Do television programmes influence our minds ? Do they (d) .....us ? Is the news completely (e)..... (neutral) or is it (f)..... considered from one particular point of view ? Don't the (g) ..... for alcohol, food and other goods condition our minds ? Even the (h) .....going on week after week telling the story of one family or group of people sometimes make us to copy the lifestyle we see on the screen. Also (i).....which give people big prizes for answering simple questions can make us greedy. Some programmes are watched by tens of millions of (j) .....

SPÉCIMEN

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Project 3

You are a member of a Youth Association. In your class groups, prepare a presentation on this topic: 'Education in My Country'. Present your work to the class. After the presentation, write a letter to the UNICEF which wants to have your opinion and your suggestions to help your country improve your living conditions at school.

A. TASK

Now write a report about the issue. Include:
- a description of the issue;
- a description of any rights and responsibilities;
- suggestions and advice about what action you can take.

B. DATA COLLECTION

1. Plan your research. You will need to decide:
   - how to find general information about the issue you have chosen;
   - how to check any rights and responsibilities connected with this;
   - how to find details of local organisations and people you could contact about it;
   - who is going to do which tasks.
2. Carry out your research.

C. Sources: Mention your sources of information.

SPÉCIMEN

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UNIT 7 SPORTS

Session 1

Key to this lesson

- **Expressing conditional sentences using the 1st and 2nd conditional**
- **Expressing future actions with 'will'**

COMMUNICATION: Discussing the future of African football
WRITING: Article writing

PICTURE TALK

1. Look at the pictures. What can you see?





2. Look at the pictures again. Tell your neighbour what you feel.

LANGUAGE SKILL: LISTENING

Listen to the audio and do the activities that follow.

A Listening 1

Listen to the following interview between two journalists, James and Eleanor. Then fill in the chart below. Use your note book. Next, check with your partner, and finally share your answers with the whole class.

Name of interviewee		University	
First job		Company	
Present job		Number of years in the job	
Interests		Name of interviewer	
Degree subject		A-levels	
Industry		Post graduate diploma	

B Listening 2

Read the questions below and listen to the audio.

a) Listen to the description and identify the character of the text.
b) What is her job?
c) What group employs her? Define this group.
d) Mention 2 or 3 names of famous sports personalities she had interviewed.
e) Where does she live, now?

SPECIMEN

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UNIT 7

Session 2

LANGUAGE FOCUS I

A GRAMMAR CORNER

Language Function	Illustrative sentences
Expressing conditional sentences using the 1st and 2nd conditionals or types 1 and 2	**Study the sentences below** - **If it rains, we'll postpone** the meeting (1st conditional). - **If someone tried** to blackmail me, I **would tell** the police. (2nd conditional).

EXERCISE 1: Complete the following sentences using the 1st conditional clause.

a) If they (learn) their lessons, they (succeed).
b) We (meet) the Headteacher if he (be) available.
c) The students (go) on strike if the boarding house (not be) open.
d) The cat (scratch) you if you (pull) her tail.
e) If he (run), he (get) there in time.

EXERCISE 2: Complete the sentences below using the 2nd conditional.

a) If he (come) you (tell) him.
b) If I (have) the money I (lend) it to you.
c) Drogba (score) a goal if you (give) him the ball.
d) The boy (steal) if he (be) hungry.
e) If I (be) you, I (accept) this interesting offer.

B VOCABULARY CORNER

EXERCISE 1: Listen and repeat.

pitch – ground – referee – linesman – goalposts – goal line – penalty area – penalty spot – penalty shoot out – halfway line – touchline – goal line – centre circle – gaolkeeper – striker – defender

EXERCISE 2: Draw a football pitch. Put the different elements you've just learned in their right place. Now, share with your neighbour.

C COMMUNICATION

A para-olympic games official is giving a talk about sport.

Read the questions below, first. Then listen to the audio and answer them.

a) Can disabled people enjoy sport according to the speaker ? Why?
b) When does the para-olympics take place according to the audio?
c) Why do doctors and schools encourage sport according to the speaker?
d) Give two reasons why sport remains popular worldwide in relation to the audio? Do you agree with the speaker? Why?

SPECIMEN

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Session 3

LANGUAGE SKILL: SPEAKING

A **Observe and discuss.**

1. Who are the people talking?
2. What game is it?
3. Do you think the player won the game? Why or why not?



B **ROLEPLAY**

Role play the short scene above in pairs; a journalist interviewing a footballer. Then demonstrate in front of the class. You may generate new ideas of your own.

Session 4

LANGUAGE FOCUS 2

A **GRAMMAR CORNER**

Language Function	Illustrative sentences
Expressing future actions with 'will'.	**Study the sentences below** - I **will/I'll meet** her tomorrow evening. - They **will see** you next month when they come. - **Will** you **work** tomorrow? - **No, I won't** (work tomorrow) or **Yes, I will.**

EXERCISE 1:

The covid-19 context has hindered many activities worldwide. Anni and Behi are dicussing some of their worries as students. Complete their conversation putting the verbs in parentheses in the appropriate tense.

Anni: Don't worry, Behi. In my opinion, classes (resume) very soon.
Behi: Well, perhaps as I understand it.
Anni: In any case, I believe many students (pass) their exams for they work very hard even if classes are at a stand still. Tele work is effective.
Behi: I think so. By the way, the new vaccine (roll out) in the coming months according to the comments in the news, right?
Anni: That's it and they forcefully assert in the news that the future (be) brighter after the global covid-19 pandemic.
Behi: Right, all the previsions tend to converge. It's heartwarming after all, isn't it?

SPECIMEN

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EXERCISE 2: With your partner, make questions from the clues below and answer them like in the example.

Example:

- **Nadia:** I will win the next race.
- **Akpouè:** Will you?
- **Nadia:** Yes, I will.

1. Win the next race.
2. Brighter future after the coronavirus.
3. Subside of the disease soon.
4. Defeat of the epidemic.
5. Fight against the invisible ennemy won by the country.

B VOCABULARY CORNER



Describe this picture.

EXERCISE 1: Listen and repeat the words below after your teacher.

tennis – football – handball – badminton – hokey – table tennis – swimming – race – long jump – olympic games – cycling – basketball – racer – para-olympics.

EXERCISE 2:

Individually, draw a picture of the playground of your favorite sport and describe it to your partner. Don't show your drawing to your partner. Let your partner draw it as you describe it. Compare your drawings.

C COMMUNICATION

Speaking task

In your class group talk about the future of African football. Relate to the other continents in terms of the number of teams they have during the World Football Cup. Try to convince FIFA to give at least seven places to Africa for the coming World Football Cup.

SPECIMEN

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Session 5

LANGUAGE SKILL: READING

A PICTURE TALK



1. Look at the picture and guess which teams are playing.
2. Say what sport you like. Give your reasons.

B UNDERSTANDING A TEXT

Skimming

1. Read the text quickly and give its gist.

The 2018 FIFA World Cup Final was a football match that took place on 15 July 2018 to determine the winners of the 2018 FIFA World Cup. It was the 21st FIFA World Cup, a quadrennial tournament contested by the men's national teams of the member associations of FIFA. The match was played by France and Croatia, and held at the Luzhniki Stadium in Moscow, Russia. It ended 4-2 in favor of France.

Before 2018, France 's only World Cup victory was 1998-though they had also reached the the final in 2006 — while Croatia were playing in their first World Cup final.

France won the match 4-2, having taken 2-1 lead during the first half on an own goal and penalty awarded by the video assistant referee (VAR), both first in a world Cup final. France also became the second team in the 32-team World Cup to win all their knockout matches without any extra time or penalty shoot-out after Brazil in 2002. The final was watched by a global audience of 1.12 billion people on television and streaming platform.

The man of the match was Antoine Griezman of France and the referee was the Argentinian Néstor Pitana. 78,011 people were at the stadium and the weather was partly cloudy at 27 °C (81 °F) and the humidity was 51%.

Source/Work cited: FIFA

Scanning

2. Read the text again and fill in the table. Do the activity in your exercise book.

Year or place	Activity or event
2018	**FIFA World Cup**
15 July 2018	
	Where the final took place
1998	
2006	
	Brazil won all their knockout matches without any extra time or penalty shoot-out

SPECIMEN

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3. Read the text once more and choose the correct answer. Write your answer like in the example.

Example: 10.a

1. Quadrennial means
   a- happening every 4 years.
   b- lasting for 4 years.
   c- happening 4 times a year.
2. A tournament is
   a- a game played many times.
   b- a game played in turns.
   c- a game played competitively to determine a single winner.
3. Contested means
   a- competed.
   b- questioned.
   c- defended.
4. Member associations means
   a- member that are associated to enter FIFA.
   b- associations that are members of FIFA.
   c- FIFA members that are associated.
5. The match was held at the Luzhniski Stadium means
   a- the match took place at the Luzhniski stadium.
   b- Luzhniski stadium organized the match.
   c- the match was stopped at the Luzhniki stadium.
6. Having taken 2-1 lead means
   a- France was behind by 1-2.
   b- the score was 2-1 against France.
   c- the score was 2-1 in favor of France.
7. An own goal is a
   a- goal scored by a defender.
   b- wonderful goal scored by a striker.
   c- goal scored by a player against his team.
8. Knockout matches are
   a- matches that eliminate the looser directly.
   b- matches that are played out of a stadium.
   c- matches for boxing competitions.
9. Extra time is
   a- time that is not taken into account in a game.
   b- time added after normal span in case of a draw.
   c- play off.
10. Streaming platform is
   a- reception or playback of digital audio or video.
   b- flowing of fluid in stream.
   c- division of classes into academic streams.

C COMMUNICATION

Go back to the text again. Describe the weather conditions. Say who were Antoine Griezman and Néstor Pitana, and other things about this game and its players.

SPECIMEN

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Session 6

A COMMUNICATION

Discuss the following dialogue between two football fans, first, in pairs. Then discuss in groups of four. Finally, make a whole class debate.

Prince: There're some rules I don't agree with in football. I believe that as its name stands, football is to be played by the feet. The rule says when a player's hand touches the ball, it's a mistake that should be penalized. Period. No other discussion should be raised. This is what I feel.
Elisée: I totally disagree. I think if the player didn't intentionally touch the ball with his hand, he shouldn't be sanctioned. This is the rule. Full stop!
Prince: The other issue I contest is the rule that a player is said to be off the game. I think, to have more goals, this should change. If the defenders are not vigilant enough and leave the striker alone with the goal keeper and he scores, it should be accepted.
Elisée: Again, I won't agree with your proposal. The present regulations are fairly appropriate in my view.

B ROLEPLAY

Role play a journalist and a player.

- Interview your neighbour on a particular controversial area of a game you two like. Say, for example, the choice of African coaches for African teams.
- Then change over.
- Later, bring together a coach, a famous player, a journalist, a fan, a leader of a team, and a member of the football fedaration and discuss the same issue in a round table.

Session 7

LANGUAGE SKILL: WRITING

A PICTURE TALK

Describe these pictures.





Brainstorm a controversial issue. For example women boxing. Women running against men on equal basis given women's claim to do whatever men do.

SPECIMEN

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B READING AND WRITING

a. Read the text below and, in pairs, write a short summary of it taking into account the key points.

The rise of women boxers

Women's boxing is to be shown live on the BBC for the first time — and it's also made it into the 2012 Olympics. Rachel Dixon investigates why so many women are taking up a controversial sport.

I have had a bleeding brain, broken ribs, hands and nose, black eyes, split lips and a torn calf muscle," says Cathy Brown. "I've been injured quite badly — but you expect it as a boxer, don't you?" Indeed, boxing is often considered a bloodthirsty and dangerous sport and there have been several attempts to ban it. Women's boxing divides opinion more than most other sports. Yet more and more women are taking it up — and the BBC has chosen to broadcast competitive women's boxing for the first time tomorrow.

In 2006, Brown, now aged 30, became the first woman in the UK to win a professional boxing title. Pro boxing is known to have medical risks, including brain damage, and the British Medical Association would like to see it banned for men and women. But it is women's amateur boxing that is really on the rise in Britain and that, say proponents, is a very different sport. "Pro boxing is a blood sport, but amateur boxing is completely different. It's about outscoring and outclassing your opponent. It's a physical game of chess, a noble art," says Amanda Coulson, a member of the Great Britain amateur squad.

According to a survey by Sport England, the number of registered female boxers in Britain rose from 70 in 2005 to more than 900 in 2009. Significantly, in August 2009 it was announced that women's boxing would be included in the 2012 Olympics. In England alone, the number of registered female boxers has increased by more than a quarter since the announcement, says the Amateur Boxing Association of England.

https://www.theguardian.com/lifeandstyle/2010/nov/12/women-boxing-live-tv-olympics

b. Now, in your class groups, write a paragraph about your different opinions on the issue raised. Plan the content of your paragraph as follows:

- collect individual opinions from each member of your group.
- rewrite these opinions in the correct way.
- assemble these opinions in terms of pro or con.
- write your paragraph contrasting the two groups of opinions.

C COMMUNICATION

Choose a topic of interest, like for example, women playing football. Write an article to be publshed in your school English club magazine. Your article may be posted on the Internet if selected by the school magazine's editor.
Follow the stages of writing an article below.

TIPS

- Point of the article (use short simple sentences).
- 1st idea and supporting examples (be brief and concise. Avoid multiple exclamations !!!!! or questions ??????).
- 2nd idea and supporting examples (avoid telegraphic style).
- 3rd idea and supporting examples (can use contracted forms can't, isn't).
- Concluding points (can use capital letters especially 'I' for the first person singular).

Writer's name.
NB : Write 1 idea for each paragraph.

Adapted from Teaching English Worldwide by Paul Lindsay, 2014 (pp 180-190)

SPECIMEN

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UNIT 8 SCIENCE

Session 1

Key to this lesson

- **Talking about People and Things USING OR NOT USING ARTICLES.**
- **Expressing purposes**
- **Reporting statements**

COMMUNICATION: Fingerprint and official documents
WRITING: Reading a graph
PROJECT 4: Investigating about the history of an ethnic group

PICTURE TALK

1. Look at the pictures and discuss with your partner what they are about.





2. How can science help a couple determine the number of children to have?

LANGUAGE SKILL: LISTENING

Listen to the audio and do the activities that follow.

A Listening 1

1. As you listen, repeat the words and practise the correct pronunciation.

gene – genetics – cell – dna – inherit – heredity – molecule – phenotype – offspring – genome – clones – similar – twin – monozygotic – embryo – fertilization

2. Now practise by reading the words with your partners in groups. One member of the group will read them aloud for the class.

B Listening 2

1. Listen to the conversation and tell the class what it is about.



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2. Listen to the conversation again and choose from (a, b, or c) to complete each statement.

1. Identical twins are from.....
   a) a single egg.
   b) two identical eggs.
   c) a single mother.
2. The same genetic material early exists in.....
   a) any embryo.
   b) identical twins' embryo.
   c) two different individuals.
3. The student's twin cousins are.....
   a) easily identified.
   b) not identical.
   c) not easily identified.
4. Fraternal twins are .....
   a) much alike.
   b) from the same egg.
   c) from different eggs.
5. Identical twins.....
   a) have the same intelligence.
   b) may have different characteristic.
   c) have exactly the same characteristics.

Session 2

LANGUAGE FOCUS I

A GRAMMAR CORNER

Language Function	Illustrative sentences
1. TALKING ABOUT PEOPLE AND THINGS using or not using articles. **2. EXPRESSING PURPOSES.**	**Study the examples below**

1. Talking about People and Things <u>USING OR NOT USING ARTICLES.</u>

- He went to **the river** near his village.
- **An old** man died.
- I love **stories** and **music**.
- There are **pupils** in **the school yard**.
- I went out to buy **food**.

EXERCISE: Complete the sentences with *a, an* or *the*. Leave a blank if you don't need an article. One is done for you as an example.

Example: Let's go to the bookstore in Cocody.

AWA: Please Dad, I want you to me some novels. I'm tired of using my smart phone for games and social media.
DAD: Great! Let's go to the bookstore in Cocody.
AWA: Do you ___ particular bookshop there?
DAD: Yes. It's on ___ side street. I think it's in front of ___ main shopping center of Cocody.
AWA: It's ___ excellent idea Dad. In this case you won't have to drive far from ___ family house.

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DAD: And I'll just park my car across ___ main street.
AWA: OK. Dad I want ___ story book. Generally one about ___ animals.
DAD: Well I'll see it. If we find such ___ book, I won't hesitate to buy it. Personally, I enjoy ___ books about ___ Princesses.
AWA: Dad, when we get out there, please buy ___ umbrella for me. It may rain.
DAD: Huum. Don't worry. You are ___ intelligent girl. I'll choose ___ most beautiful umbrella for.

2. EXPRESSING PURPOSES.

Read and study the following sentences and find out the reasons why the actions are carried out.

- Gene experts study DNA **in order to** understand family relationships, ancestors' origin and also to solve crimes and find genes involved in illnesses.
- They guarded the prisoners well **so that** they wouldn't escape.
- I read English books **so as to** improve my language skills.
- She improves her pronunciation **so as not to** seem ridiculous when speaking.

EXERCISE: Choose from the bank of statements below to say why the following actions happen. The first one is done for you.

keep strong and healthy – improve his language skills – get a high education – have more time to look for what she wants – catch the bus on time – avoid infection

1. She has to wake up early in the morning.....
   She has to wake up early in the morning to catch the bus on time.
2. I will go to university.....
3. We do physical exercises regularly.....
4. We wear face masks.....
5. He went to a language school in London .....
6. She prefers to go shopping on Saturdays .....

B VOCABULARY CORNER

PREPOSITIONS OF MOVEMENT

Examples:

- It took the tourists three days to drive **across** the Sahara desert.
- Blessing walked **along** the wall.
- The passenger got **into** the taxi and closed the door violently.

EXERCISE 1: Read and study again the prepositions we can use to express movements.

to – across – through – around – away from – down – from – into – off – towards – on to – onto – out of – over – past – under – up.

EXERCISE 2: Complete the sentences with the correct preposition of movement in context. Choose from the box bellow.

off – away from – to – into – across – around – out of – from – under – toward – over – through

1. The gunman came ___ the room and took his gun ___ his pocket.
2. He walked ___ the table and moved ___ the window.

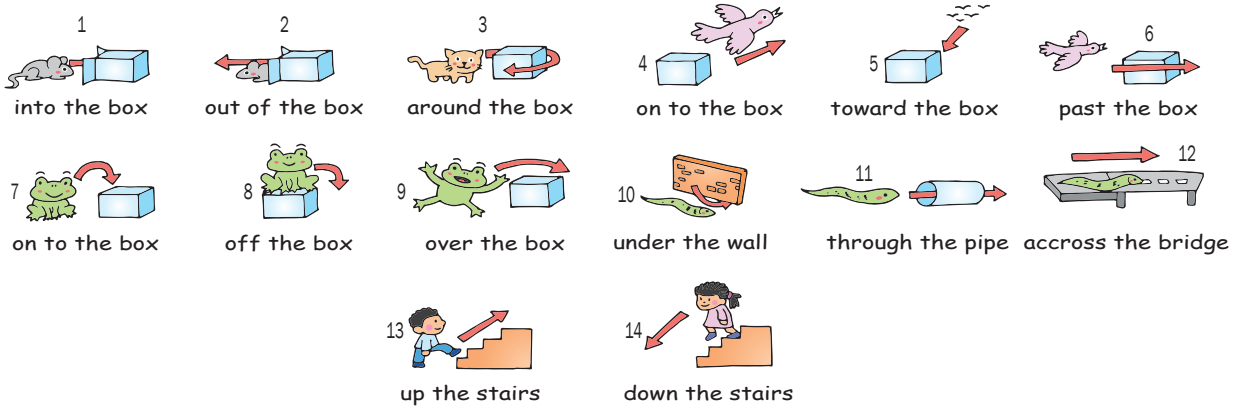
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3. They saw someone running ___ the school.
4. He jumped ___ the platform and ran ___ the rails just before the train arrived.
5. The prisoners squeezed ___ the window, ran ___ the grass and escaped ___ the fence.
6. Did you walk here ___ home?
7. The students didn't go ___ school yesterday.

C COMMUNICATION

Look at the pictures. Ask and answer questions with your partner to describe them.

Example: A: What is the mouse doing in picture one?
B: The mouse is running into the box.

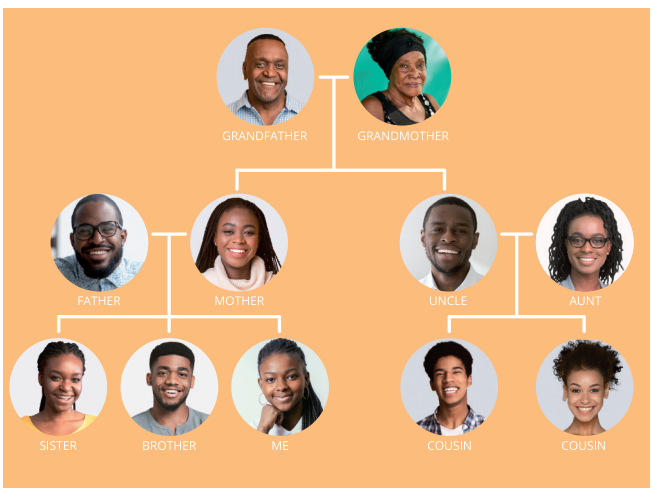


Session 3

LANGUAGE SKILL: SPEAKING

A Observe Aya's family tree; then with a partner, describe it and present it to the class.





B ROLEPLAY

Interview one of your classmates to find out some information about his/her family. Then have a roleplay in front of the class: name and origin of his/her grandparents, name of parents, uncles and aunts, brothers, sisters, etc.

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Session 4

LANGUAGE FOCUS 2

A GRAMMAR CORNER

Language Function	Illustrative sentences
REPORTING STATEMENTS	Study the examples below

Examples:

- **"Listen to me", the teacher told the pupils:** The teacher told the pupils to listen to him/her.
- **"She visited her parents last week", he informed me.** He informed me that she had visited her parents the week before.
- **"Our team will play on Saturday," the coach said.** The coach said that their team/(our team) would play on Saturday.

EXERCISE 1: Fill in the blanks of this report with the correct form of the verbs. The first one is done for you.

Bob was going home late last night when he met Mr. Brown, one of his neighbours. The man **1** (to tell) **told** Bob to stop for a chat. But Bob told him he **2** (cannot)___ because he **3** (to be) ___ out for a long time. He **4** (to be)___ to his friend's birthday party. Mr. Brown insisted and wanted to know if Bob **5** (to go) ___ downtown the next morning. He wanted somebody to buy him a pair of socks in the central Mall. Unfortunately Bob **6** (to tell) ___ him it **7** (to be) ___ impossible because he **8** (to take) ___ an appointment with some other friends since the week before for a party on the beach in Grand-Bassam. Bob told the man **9** (to take) ___ care of himself and **10** (to walk) ___ away in the cold night.

EXERCISE 2: Change over with your partner to report Abdul's statements to Yago sometime ago.

Example: Abdul told Yago (that) he was waiting for a bus.

a) ''I'm waiting for a bus''.
b) ''I didn't go to Yao's birthday party''.
c) ''I ate a heavy breakfast at 7 o'clock yesterday''.
d) ''Where did you spend your Christmas holiday''?
e) ''During the COVID-19 lockdown I was panic stricken''.
f) ''Don't try risky physical exercises at home''.
g) ''Your girlfriend Lucy will come later''.
h) "I've never been to London before''.

B VOCABULARY CORNER

1. Words ending with the suffix *"logy"* or *"logist"*.

Example: Biology is the study of life and living organisms. A person who studies biology is a biologist.

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Listen to the audio and practise the correct pronunciation.

sociology – anthropology – geology – technology – biology – dermatology – bacteriology – criminology – epidemiology – ecology – gynecology – paleontology – zoology – psychology– meteorology – theology

EXERCISE: Fill in each blank with the appropriate scientific noun chosen in the box.

theology – technology – meteorology – geology – paleontology – sociology – bacteriologists – dermatology

a) ___ forecast heavy rains followed by floods by the month of June.
b) She has a serious problem of skin. So she plans to go to ___ for a medical examination.
c) ___ has increased the production of goods and services in industry today.
d) When coronavirus broke out ___ worked hard to find its causes and to stop its expansion.
e) Our ___ teacher made us visit a rocky area to collect sample rocks for study.
f) Preachers in many religious communities have studied theology.
g) ___ found traces of human life in Egypt back to thousands of years.
h) ___ is known as the study of history.

2. Words used for describing a graph.

Examples:

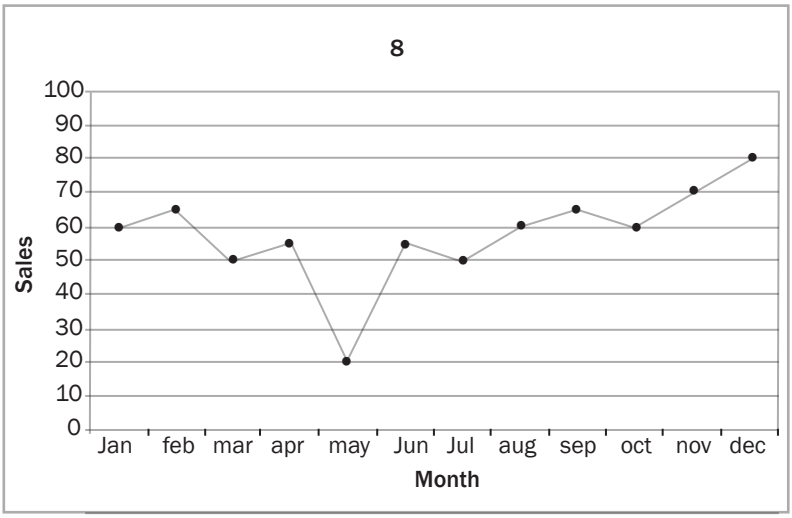
- The number of COVID-19 cases in the USA **increased dramatically** from April 2020 to June 2020.
- Food supply has **declined significantly** in this area as a result of the war.
- Registration of young girls at school **rises steadily** in Habib's village.

Read and study in the table some words for describing graphs or charts.

Movements	Verbs	Adjectives	Adverbs
Up	to rise, to increase, to grow, to peak, to rocket	sharp, sudden, rapid, abrupt, dramatic, steep, significant, considerable, substantial,	sharply, suddenly, rapidly, abruptly, dramatically, significantly, considerably,
Down	to fall, to decrease to decline, to dip, to dive, to plunge		
Intermediary movements	to fluctuate, to vary	slight, gentle, gradual, steady, consistent,	slightly, gently, gradually, steadily,

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EXERCISE: Moctar is a shopkeeper. Describe orally the variation of sales in his business on a year in terms of percentage (%).



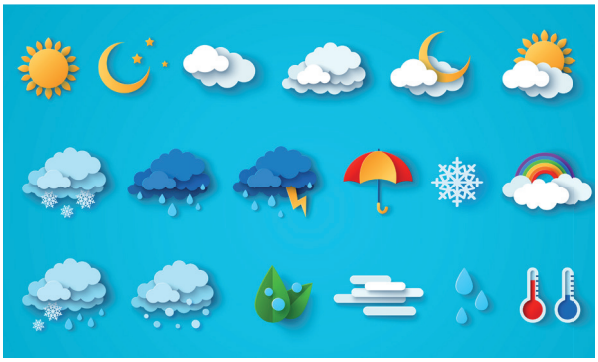
C COMMUNICATION

1. Observe the pictures below. Which science is each of them about? Describe each field.
2. What is their importance in our life?









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UNIT 8

Session 5

LANGUAGE SKILL: READING

A PICTURE TALK

Look at the pictures below and discuss in pairs what they are about.





B UNDERSTANDING A TEXT

Skimming

1. Read the text below quickly and tell the class its main idea.

Genetics is the study of heredity in general and of genes in particular. Genetics forms one of the central **pillars** of biology and **overlaps** with many other areas, such as agriculture, medicine, and biotechnology.

Since the dawn of civilization, humankind has recognized the influence of heredity and applied its principles to the improvement of cultivated crops and domestic animals. A Babylonian tablet more than 6,000 years old, for example, shows **pedigrees** of horses and indicates possible inherited characteristics. Other old **carvings** show cross-pollination of date palm trees. Most of the mechanisms of heredity, however, remained a mystery until the 19th century, when genetics as a systematic science began.

Genetics arose out of the identification of genes, the fundamental units responsible for heredity. Genetics may be defined as the study of genes at all levels, including the ways in which they act in the cell and the ways in which they are transmitted from parents to **offspring**. Modern genetics focuses on the chemical substance that genes are made of, called deoxyribonucleic acid, or DNA, and the ways in which it affects the chemical reactions that constitute the living processes within the cell. Gene action depends on interaction with the environment. Green plants, for example, have genes containing the information necessary to synthesize the photosynthetic pigment chlorophyll that gives them their green color. Chlorophyll is synthesized in an environment containing light because the gene for chlorophyll is expressed only when it interacts with light. If a plant is placed in a dark environment, chlorophyll synthesis stops because the gene is no longer expressed.

Genetics as a scientific discipline **stemmed from** the work of GREGOR Mendel in the middle of the 19th century. Mendel suspected that traits were inherited as discrete units, and, although he knew nothing of the physical or chemical nature of genes at the time, his units became the basis for the development of the present understanding of

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heredity. All present research in genetics can be traced back to Mendel's discovery of the laws **governing** the inheritance of traits. The word genetics was introduced in 1905 by English biologist William Bateson, who was one of the discoverers of Mendel's work and who became a champion of Mendel's principles of **inheritance**.

By A.M. Winchester from Encyclopedia Britannica, See Article History

Scanning

2. Read the text again and say if the statements below are True or False. Justify your answers from the text.

1. Genetics is a branch of biology.
2. Genetics never intervenes in agriculture, medicine and biotechnology.
3. Heredity is studied on plants, animals and human beings.
4. The studies in genetics began in the years of 1800s.
5. Genes are not responsible for heredity.
6. We get genes (generally called DNA) in our body from our parents.
7. The green color of plants is made possible by information in their genes for chlorophyll.
8. The gene for chlorophyll works on plants when there is no light.
9. Gregor Mendel was the scientist who discovered genetics.
10. Willian Bateson was the scientist who discovered genetics.

3. Match the words in bold from the text with their synonyms or their definitions in the list below. The first one is done for you.

Example: **pillars = h. main parts of something**

a) children or descents
b) guiding
c) shares
d) about heredity
e) sculptures
f) resulted from
g) races of animals
h) main parts of something

Session 6

COMMUNICATION

Speaking

Look at the picture of a person giving her fingerprint. Yet, some people say it is useless to put our fingerprints on official documents like identity cards, passports or driving licenses. It might be against our privacy.

Do you agree with these People? Discuss the issue with your partners in a group, then with the whole class.





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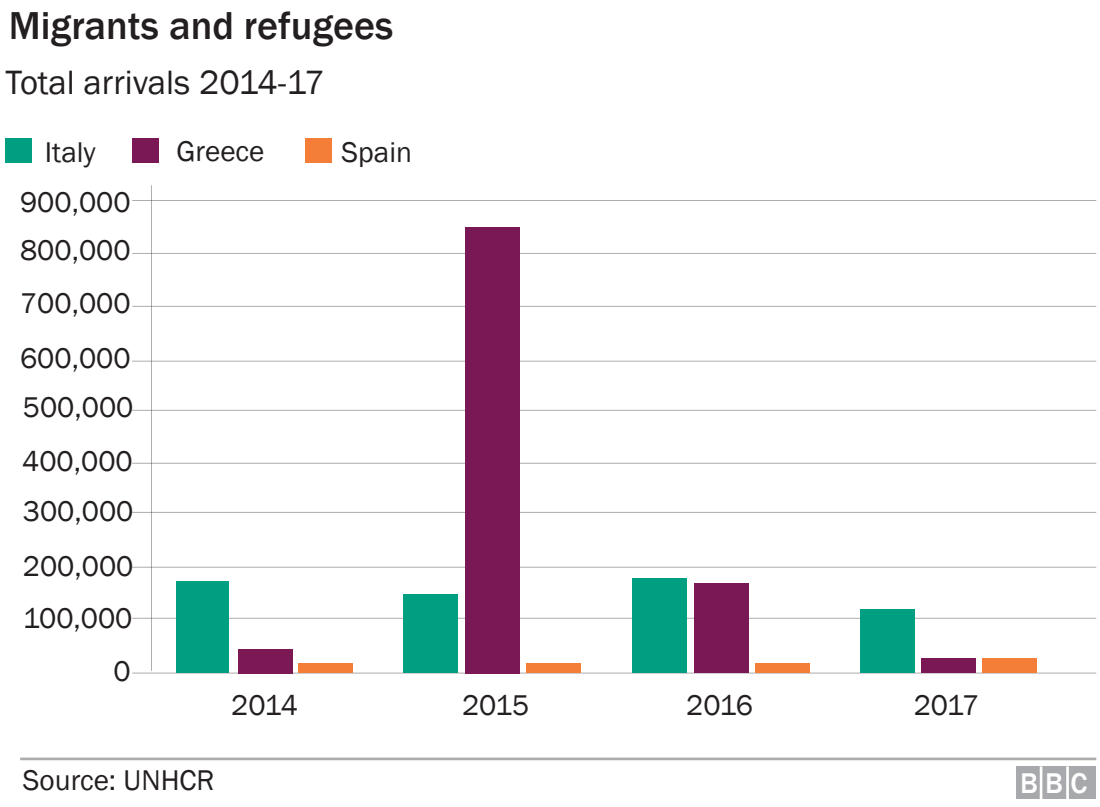
Session 7

LANGUAGE SKILL: WRITING

A PICTURE TALK

Writing a description about a graph or a chart.
Observe the chart below about Sub-Saharan Africa migration to Europe.

a. What is the period of migration?
b. Where did the migrants go in Europe?
c. How do they often travel to Europe?



B Now read and discuss the interpretation which follows the chart.

This chart shows migration to Europe. It concerns ordinary migrants who leave their countries for better life in Europe and refugees looking for political asylum.
Migrants' main destinations here are Italy, Greece and Spain. The highest number of arrivals — 1,015,078 — was recorded in 2015. More than 800,000 of them were certainly trafficked by sea to Greece. Since 2015, the number of refugees and migrants arriving in Greece has fallen dramatically. While the number of arrivals has dropped in Greece, the number of people arriving in Italy showed little change. In 2016 and 2017, 180,000 and 119,000 arrived in Italy respectively; maybe smuggled by traffickers from North Africa and rescued at sea. In 2017, immigration to Italy declined around 100,000 people, while it fell significantly in Greece. Spain has seen a steady situation below 50,000 migrants.

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Sub-Saharan Africa migration to Europe is a key issue many people think African governments must solve by creating social and economic conditions that can occupy young people in their countries.

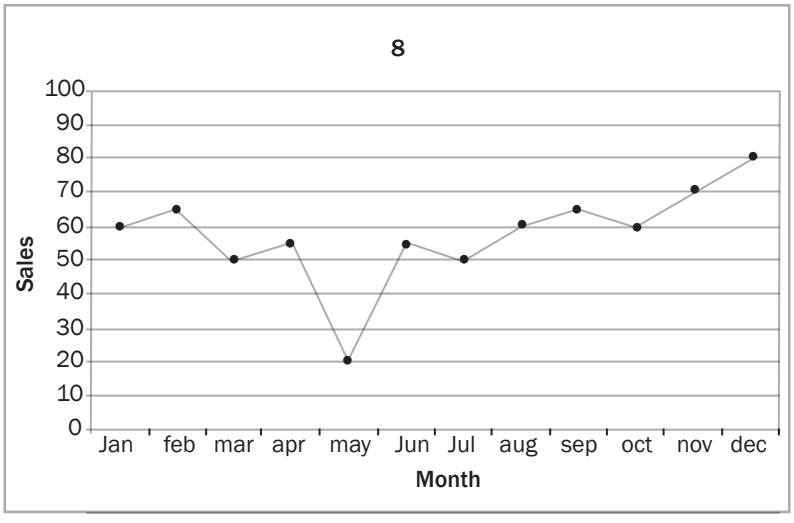
NOTE

Before the description, you should read carefully the different data in the chart or graph: figures, months, years, countries, etc. Then determine what the figures are related to (population, sales, temperature....). Figures can be mere numbers or percentages.
When you write your description include:
1. An introduction (main issue, elements indicated in the chart/graph...).
2. A main paragraph to describe and interpret the data with appropriate nouns, verbs, adjectives and adverbs (a growth, to increase, to fall, significant, to decline slightly.....).
3. A conclusion (within one sentence, relate your description to a general appreciation of the issue).

C COMMUNICATION

Your Egyptian penfriend sends you by email the graph below so you can help her/him understand what it's all about.

Write him/her a paragraph to describe the fluctuation of Moctar's business, presented in the graph below over a period of a year as you discussed it in session 3.



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Session 8

Check 4

LISTENING

Listen to the audio and fill in the gaps. Use the words in the box to help you. One word is not concerned

transferred – greater – genetic engineering – plants – improved – organisms – crops – animals – reductions – DNA – GM foods – modern biotechnology – benefit – microorganisms – lower

What are genetically modified (GM) organisms and GM foods?

Genetically modified organisms (GMOs) can be defined as __1___- ___2__ animals or __3___ - in which the genetic material ___4__ has been modified in a way that does not occur naturally. The technology is often called "__5___" or "gene technology", sometimes also "recombinant DNA technology" or "__6___". It allows selected individual genes to be __7___ from one organism into another, also between nonrelated species. Foods produced from or using GM organisms are often referred to as __8___. GM foods are developed – and marketed – because there are some advantages either to the producer or consumer of these foods. This is meant to translate into a product with a __9___ price, __10___ benefit (in terms of durability or nutritional value) or both. Initially GM seed developers wanted their products to be accepted by producers and have concentrated on innovations that bring direct __11___ to farmers and the food industry generally. GM foods can also allow for __12___ in food prices through ___13__ amount of __14___.

Slightly adapted from World Health Organization (WHO) website, April 2020

SPEAKING

Although GMO foods have many advantages, there are disadvantages too. Discuss with a partner to show some of those disadvantages on crops and on human consumers.

LANGUAGE FOCUS

A GRAMMAR

1. Change these statements to sentences beginning by *Franck said .....*

a) "I'll remember you.''
b) "The bus has just left."
c) "My niece threw her book out of the window.''
d) "My alarm clock didn't go off.''
e) "I knew Moussa at school.''
f) "My cousin knows a famous restaurant where you can eat.''
g) "They forgot me.''
h) "My sister drank all my soda last night.''
i) "Don't break the glass I bought last week.''
j) "She can draw a nice picture for me.''

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2. Using Articles or not using articles.

a) Use indefinite articles (a, an) when you introduce a person or thing for the first time.

b) Use indefinite articles when you don't expect the reader/listener to understand who or what you are talking about.

c) Use the definite article to refer to a person or thing that has already been mentioned.

d) Use the definite article to refer to a person or thing known to both the writer and the reader.

e) Do not use any articles when you are speaking in general.

f) A plural noun can be used with or without an article. Note that no article is used when we are speaking in general.

3. Now test your understanding of these rules.

Correct the sentences given below minding the articles.

a) Last Sunday, my boyfriend took me to the good restaurant. The restaurant was by a seaside. Food and drinks there were so tasty. I fell in love.

b) I live in the small apartment in the suburbs with beautiful view on Mediterranean ocean. Each and every evening, I sit at window and watch all beautiful ferry boats getting in and out a main dock.

c) There is the park near my school. There are some beautiful paths in a park. Great number of people, old men and women, young lovers and kids walk along paths every afternoon. It's such beautiful sight.

d) Do you remember a movie we watched last week? Main actress was so funny! And fantastic car race across streets with amazing special effects a producer. It was hair raising. I think I'm going to watch a same movie again next Saturday.

B VOCABULARY

Choose the correct word in the brackets to complete the sentences.

1. He drove a very long distance ___ (into, from, over) Abidjan ___ (onto, in, to) Lagos.
2. The burglar jumped ___ (on, across, over) the fence and broke his leg.
3. Ali escaped ___ (from, into, in) prison and ran ___ (in, under, into) the nearby forest.
4. We must walk ___ (under, across, out of) the bridge to be on the other side of the river.
5. Look at this monkey. It is climbing ___ (toward, on, up) the coconut tree.
6. My little sister fell ___ (out of, off, on) her bicycle.
7. I love to walk ___ (along, under, around) the sea side.
8. How far is it ___ (over, down, to) Accra from Abidjan?
9. The policeman walked ___ (into, toward, up to) the thief without any fear and stopped him.
10. I was angry because she walked ___ (onto, past, around) me without saying hello.

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Project 4

GIVING A PRESENTATION ABOUT THE HISTORY OF AN ETHNIC GROUP

A. Task: There are tens of ethnic groups in your country. Each one them has its origin, history and culture. Your English teacher asks you to make a research project on one of those ethnic groups for a classroom presentation. With a partner, look for necessary information to write your project in about 20 lines maximum.

Data collection

B. Collect information about an ethnic group in your country: go and find from some natives of that group, their origin, history, culture, tradition, typical ethnic names, etc.

Guidelines

Introduction: Name the ethnic group. Its location in your country. Then mention the different aspects you will deal with.

Main body: Describe the main areas you have mentioned in the introduction.

Examples:

a. Origin

b. History

c. Culture and tradition

d. etc.

Conclusion: Say how important is this group in the development of your country.

C. Sources: Mention your sources of information.

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UNIT 9 WILD LIFE

Session 1

Key to this lesson

- Expressing certainty
- Describing a process with the Passive
- Focusing on an action with the Passive

COMMUNICATION: Discussing endangered species
WRITING: Essay writing

PICTURE TALK






1. Look at the pictures. What can you see?

2. - Where do you find these animals?
   - Do they live in your country?
   - Can you name some of the wild animals that live in your country?

LANGUAGE SKILL: LISTENING

Listen to the audio and do the activities that follow.

A Listening 1

EXERCISE 1:

Listen to the audio and practise the correct pronunciation.

dissemination – to grapple – emergency – zoonosis – zoonotic – pandemic – pathogen – unregulated – unsanitary – deforestation – biodiversity – environmental.

EXERCISE 2:

Listen and say if these statements are true or false.

1. COVID-19 is not the worst health problem in recent memory.
2. Zoonotic diseases are transmitted by animals.
3. The World Health Organisation says that COVID-19 is not a zoonotic disease.
4. Wildlife trade aggravates zoonotic diseases.
5. Wildelife is responsible for the spread of the disease.
6. Wild animals are in danger because of deforestation and illegal logging.

B Listening 2

1. Listen to the pronunciation of these words. Discuss what you notice.

a) Two syllable-words :

Nouns : PRESent ; SILence ; EXPort ; Table ; CONTRact.

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Adjectives: PRESent; SILent; CLEVer; HAPpy.
Verbs: preSENT; exPORT; contRACT.
b) zooNOTic; panDEMic; reveLAtion; teleVIsion.
c) geOgraphy; deMOgraphy; deMOcracy.

2. Practise the following words and complete the table below with the stressed syllable in column like in the examples.

	Column 1	Column 2	Column 3	Column 4	Column 5
Geographic		Ge	o	**graph**	ic
Degradation		De	gra	**da**	tion
Emergency					
Zoonotic					
Civilisation	Ci				
Epidemic					
Democratic					
Legalisation					
Organisation					
Deforestation					
Objection					

Session 2

LANGUAGE FOCUS I

A GRAMMAR CORNER

Language Function	Illustrative sentences
EXPRESSING CERTAINTY	**Study the sentences below** 1. **There is no doubt** that wildlife trade is an aggravating risk in the spread of Ebola disease. 2. **It is certain** that massive deforestation endangers the environment.

An environmental specialist used the following sentences in an argumentation.
How certain is he about each statement?
There is no doubt that wildlife trade is an aggravating risk in the spread of Ebola disease.
It is certain that massive deforestation endangers the environment.
Countries like Russia or France could become deserts some day.

EXERCISE 1: Look at the words or phrases. Classify them in the table below according to the degree of certainty they express.

Will definitely	definitely won't	probably won't
Maybe	I'm not sure...	might
Will probably	perhaps	it's possible that...
I doubt that...	I'm certain that...	it won't

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100 % sure it will happen	Will definitely
50 % sure	
100 % sure will not happen	

EXERCISE 2: Think about which expression of certainty you can use to express your opinion about the ideas below. Make sentences like in the example : 5- I am certain that all the cars will be electric.

1. Solar energy; 2. paper bags; 3. forests will disappear in 20 years; 4. environment destroyed; 5. electric cars; 6. wildlife extinct; 7. electric cars; 8. care about the environment in the future; 9. poaching; 10. social media will destroy family life; 11. vertical farming and traditional farming.

B VOCABULARY CORNER

EXERCISE 1: Read the text and find the words whose meanings or synonyms are given. The paragraphs are indicated.

1. To confront; to deal with.
2. A sudden occurrence or eruption.
3. Careful; close.
4. The agent that produces a disease (a virus, a bacterium..).
5. The dissemination or diffusion.
6. Diseases transmitted by animals to humans.
7. Work or business of cutting down trees.

THERE IS NO HEALTH WITHOUT A HEALTHY PLANET

7 April 2020 - This **World Health Day**, the world is grappling with the worst public health emergency in recent memory. The recent outbreak of COVID-19 has brought the link between zoonotic diseases - those transmitted from animals to humans - and wildlife trade into sharp focus. The World Health Organization (WHO) has reported that the current COVID-19 pandemic, along with at least 61 per cent of all human pathogens, are zoonotic in origin– and wildlife trade is an aggravating risk in the spread of zoonoses. Other recent epidemics, including SARS[1], MERS[2] and Ebola, have also all been traced back to viruses that spread from animals to people. Questions remain about the exact origins of COVID-19, but the World Health Organization has confirmed it is a zoonotic disease, meaning it jumped from wildlife to humans. However, we must keep in mind that **wildlife itself is not responsible for the spread of the disease, but rather irresponsible human behaviour** such as the illegal wildlife trade, unregulated and unsanitary "wet markets3," massive deforestation and illegal logging, and human consumption of these often endangered wild animals.

(https://wwf.panda.org/our_work/wildlife/species_news/?361991/world-health-day-covid-19.

Notes: 1 SARS: Severe Acute Respiratory Syndrome (caused by a coronavirus).
2 MERS: Middle East Respiratory Syndrome (caused by a coronavirus and similar to SARS).
3 Wet markets: Places where people sell living animals.

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EXERCISE 2: Complete the text with the appropriate words like in the example.
Example: 4.b epidemic

Cracking down on illegal and (1) ..... wildlife trade is important to prevent future (2) ..... epidemics and safeguard people's (3) ..... and lives. With strong public support, we call on Ministers of Health and Ministers of Environment to work together to stop the next potential (4) ..... . Biodiversity must be protected in order to protect our own (5) ..... as well as the planet's. This is why the EU Biodiversity Strategy under the European Green Deal must provide a strong push towards (6) ..... illegal wildlife trade and preserving ecosystems in Europe and abroad. Future pandemics will only be (7) ..... if people learn to live in harmony with nature.

1. a) regulated	b) controlled	c) guided	d) unregulated.
2. a) zoo	b) zoonotic	c) regional	d) recent
3. a) well-being	b) trade	c) past	d) work
4. a) ecosystem	b) epidemic	c) evolution	d) farmer
5. a) country	b) health	c) deforestation	d) emergency
6. a) shutting down	b) permitting	c) opening	d) unregulated
7. a) faced	b) allowed	c) wanted	d) avoided.

Session 3

LANGUAGE SKILL: SPEAKING

A Listen to the audio and discuss with your partner. Are the following statements true or false?

1. Sir Julian Huxley came back from a touristic trip in Africa.
2. Sir Julian Huxley was a scientist.
3. He was shocked by the killing of rare animals in Africa.
4. Sir Julian Huxley and some other scientists did not know what to do about that.
5. The World Wildlife Fund (WWF) was created to protect species in danger and forests.
6. The WWF works only in Europe.

B ROLEPLAY

a) In your groups discuss the importance of wildlife to human beings.
b) Roleplay a discussion between a hunter who is also a farmer and a member of the World Wildlife Fund. Use expressions of certainty in arguing.

Session 4

LANGUAGE FOCUS 2

A GRAMMAR CORNER

Language Function	Illustrative sentences
	Study the sentences below
1. Describing a process with the Passive	1. Attiéké is made with cassava.
2. Focussing on an action with the Passive	2. Trees were cut down.

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EXERCISE 1: **While reading the text below, look carefully at the underlined verbs. Can you notice anything about the actions and the subjects? What do you think is more important, the actions or people who do the actions? What do you call this form of the verb? Can you describe how it is formed?**

'Most animals today **are protected** by international law, but many, like the black rhinoceros and the African elephant **are hunted illegally**. Some species, like wolves, **have been killed** by humans because they **were seen** as a danger to farm animals.

Sometimes native animals become endangered when a new species comes to live in a place. Foxes ***were brought*** to Australia to kill off rabbits, which ***were seen*** as a pest. But instead of killing rabbits, the foxes killed kangaroos and other marsupials of Australia'.

REMEMBER

You use the passive voice to focus on the action rather than on the person or thing that does it.
Example: A lot of trees **were destroyed**.

The passive is also used to describe a process.
Example: Attiéké **is made** of cassava.

If it is important to know who or what did the action you add the agent. When you don't know, you don't add the agent.
Examples: I **have been sacked by the wicked director**.
He **was killed** during the war.

To form the passive you use a form of the auxilliary 'be' and a past participle.

Subject	Be+past participle	
I	**was given**	a book
A book	**was given**	to me
John	**will not be offered**	the job
Animals	**are protected**	by international law

The interrogative form:
***Have** you **been invited** to the ceremony?*
Has** it **been damaged?
***Was** Anita **abandonned** by her mother?*

Only verbs that have an object can have a passive form.

EXERCISE 2: **Use the passive to rewrite each of the following sentences.**

1. The lions killed about fifty tourists.
About fifty tourists ..... the lions.
2. The fire destroyed half of the forest.
Half of the forest .....the fire.
3. How much did they pay you?
How much ..... you .....?
4. They brought foxes to kill off rabbits.
Foxes ..... to kill off rabbits.
5. Have they told her about her husband's accident yet?
..... she .....about her husband's accident yet?
6. The police arrested most of the protesters.
Most of the protesters .....?
7. We will finish the work by twelve o'clock.
The work .....by tweve oclock.
8. Do they punish poachers severely enough?
..... poachers ..... severely enough?

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B VOCABULARY CORNER

EXERCISE 1: Noun + suffix less

Home + less: a homeless is someone who has no place to live, **no home.**

Fear + less: without fear.

With your neighbour, try to find the meaning of the following words :

childless – careless – doubtless – endless – helpless – hopeless – restless – tasteless – colourless – friendless – meaningless – sleepless – jobless.

EXERCISE 2: Choose the appropriate word a-c to complete the text below.

Indonesia is one of the biggest paper producing countries. Its large corporations, however, are being accused of (1) ..... large parts of Sumatra and other Indonesian islands by cutting down (2)..... and replacing them with (3) ..... Environmental organizations are worried that (4)..... species, especially tigers and primates, as well as the (5)..... of local people will be destroyed.

About 85% of Indonesia is covered with (6)..... Since the beginning of the 20th century forests have been constantly (7) ..... , more than half caused by humans.

Local inhabitants (8)..... they cannot go (9) ..... in the forests anymore and have no shade to stand under when it gets too hot.

1.	a) developping	b) destroying	c) protecting
2.	a) taxes	b) wild animals	c) rainforests
3.	a) rivers	b) flowers	c) plantations
4.	a) endangered	b) free	c) unthreatened
5.	a) trade	b) habitat	c) companies
6.	a) forests	b) roads	c) rains
7.	a) increased	b) protected	c) reduced
8.	a) are happy	b) claim	c) decide
9.	a) hunting	b) playing	c) surviving

Session 5

LANGUAGE SKILL: READING

A PICTURE TALK

Do you know this animal?
Do you know its name?
Does it live in your country?
In which country or continent can you find it?
Is it a domestic animal?



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B UNDERSTANDING A TEXT

Scanning

1. The words in column A are from the text. Read it and match these words with their meanings in column B.

A	B
1. To drop	a) A physical damage done to the body
2. Extinct	b) To make healthy or well again
3. A threat	c) The fact of continuing to live or exist
4. Survival	d) To make something possible
5. To heal ; to cure	e) To diminish ; to go down
6. An injury	f) No longer existing
7. To achieve	g) A danger ; a menace

ENDANGERED TIGERS

1. It is a desperate time for the world's tigers. There were once a lot of these majestic creatures throughout eastern and southern Asia. Now, wild tigers live only in small areas of India, China, eastern Russia, and a few other countries. Conservationists have been working for decades to save the big cats but the number of wild tigers continues to drop. There were an estimated 100,000 tigers living in the wild a century ago, compared with no more than 5,000 today. Now, a new conservation idea is being discussed that could stop wild tigers from becoming extinct?
2. As people change forests to cities and farms, tigers have lost their living areas. On top of that, poaching—the illegal hunting of wild animals—is a major threat to the cat's survival.
3. People sometimes hunt endangered species, like the tiger, to illegally sell the animal's body parts for souvenirs, medicines, and even food. Some people even pay high prices to buy tiger skins or other animal parts on the black market. By selling just one tiger, poachers can make enough money to live for a full year.
4. A lot of people think that the tiger can really heal people. For more than 3,000 years, Chinese medicine has used tiger parts to treat sickness and injury. Followers of this type of medicine believe that eating the animal's body parts will help cure diseases. For instance, a tonic made of tiger-bone powder and herbs is used to treat bone injuries and diseases, like arthritis, a painful inflammation of the body's joints.
5. Conservationists believe that a key to saving the world's wild tigers from extinction is to put an end to poaching of tigers. To achieve that more police need to be trained to catch the hunters and take them to court. In addition the selling and trading of products made from endangered species on the black market should be better controlled.

(https://www.english-online.at/environment/endangered-tigers/how-endangered-tigers-can-survive.htm)

2. Here are the summaries (A-E) of the five paragraphs of the text. Read the text again and match each to its corresponding paragraph.

A) Wild animal trade provides a lot of money.
B) Training people in charge of the security of tigers is one good solution.
C) Some tiger specialists are looking for new ways for the survival of tigers.
D) Building new and big towns is one of the causes to the disappearance of tigers.
E) Traditional beliefs have always been a threat to tigers.

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3. Read the text again and answer the questions below.

a) Which animal does the text focus on?
b) Where can you find it?
c) What is wrong with tigers?
d) Can you find two words in paragraph 1 that express the writer's feelings?
e) How does he feel?
f) Why does he use the word 'desperate'?
g) What are the main reasons why people kill tigers?
h) What solution is suggested to stop poaching?
i) Does he suggest any solution to the extension of cities?

Session 6

COMMUNICATION

TASK 1: DISCUSSION

Many wild animals are threatened by extinction because of hunting and changes in environment caused by man. Here are some statements.

'More animal reserves should be created'.
'We can't afford to worry about animals when millions of human beings are dying from hunger'.
'We are the main threat to wildlife ; there should be stricter laws to protect the habitats of wild animals'

Do you agree or disagree ? Discuss in your groups.

TASK 2: WRITING/ROLEPLAY

A) Write a dialogue between a member of the World Wildlife Fund and an Ivorian cocoa farmer who are arguing about deforestation.
B) Roleplay their dialogue.

*World Wildlife Fund : an NGO that fights against wild life destruction.

Session 7

LANGUAGE SKILL: WRITING

A PICTURE TALK

Discuss the following questions. Make notes of your ideas.

What do you see in this picture?
Why do you think they have destroyed this forest?
Is agriculture the only source of deforestation?
What is your opinion about deforestation?



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B FOCUS ON TEXT

a) Read the text below and match the three titles to their corresponding paragraphs.

1. Scientific value
2. Economic value
3. Environmental value

VALUE OF THE RAIN FOREST

(1) People benefit from the rain forest in many ways.
Wood is the most important product of the rainforest. About 80 % of it is used for energy and 20 % is sold to make furniture. The forests produce other valuable goods like fruits, nuts, different kinds of oils and rubber.

(2) Scientists study the rainforest as an ecosystem. They learn a lot about how plants and animals live together. Tropical plants are used to cure diseases like malaria.

(3) Rain forests help to regulate our environment. Trees control the water that reaches the ground. They also take up a lot of rain. Much of this water evaporates and gets into the atmosphere again as vapour. Then it turns into rain and comes down to earth. Without rain forests, floods and droughts would be very extreme. Rainforests also help our atmosphere from becoming too warm.

(https://www.english-online.at/environment/endangered-tigers/how-endangered-tigers-can-survive.htm

b) Study paragraph 3. What is the topic sentence? How many ideas support it?

C COMMUNICATION

Your teacher asks you to write an essay about deforestation. Find arguments for and against deforestation and state your opinion. Use the notes you wrote in A.

a) First, study the opinion organization below.

WRITING AN OPINION ESSAY IN A 'SECONDE' CLASS.

Opinion Organization

In an opinion essay, the writer presents an opinion and tries to persuade readers that the opinion is a good one. The writer tries to make readers agree with him or her. Your opinion essay must be written as follows: an introduction, one or two body paragraphs, and a conclusion.

The Introduction

A good introduction must be written taking into account the following 3 main parts:

-The hook: It's the first sentence of your introduction giving an idea of the topic at discussion. The hook consists of one sentence that may be a simple statement, a question, or a surprising statement that makes the reader want to know more.

-The background information: It's two to three sentences right after the hook. The background information explains with more details the topic at discussion.

-The thesis statement: it's the last sentence of your introduction. It consists of one sentence that presents your opinion or your position.

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All these sentences must be written in one block, one paragraph, without mentioning hook, background information, or thesis statement.

The Body Paragraphs

The first body paragraph contains the first reason you want to use to defend your position in the thesis statement.

The second body paragraph contains the second reason for defending the same position.

You must develop only one reason in one paragraph.

The organization of a body paragraph lies as follows:

-The topic sentence is the first sentence that introduces the main idea in the paragraph. It must be in agreement with your opinion.

-The following sentences support the topic sentence with reasons, facts, explanations and personal experiences to help the reader understand your point of view, your position.

-The concluding sentence is the sentence that closes your body paragraph. It can restate the reason developed, or announce the next reason to be tackled in the next paragraph.

The Conclusion

-It's the last sentence that restates your opinion, your position, using other words.

-You may end your conclusion with a warning, a prediction, or other type of comment.

b) Now, write your opinion essay.

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UNIT 10 CULTURE AND CIVILIZATION

Session 1

Key to this lesson

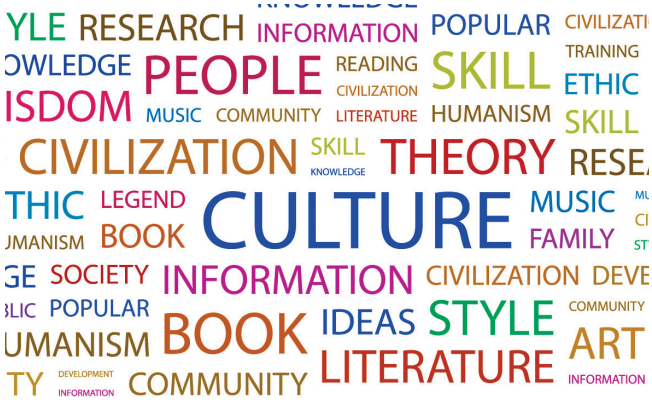
- **Describing character and sense.**
- **Expressing on going actions with the present perfect progressive.**

COMMUNICATION: Writing on paragraph as a group
WRITING: Linking ideas
PROJECT 5: Writing about rituals or traditional ceremonies

PICTURE TALK







1. Look at the pictures and talk about what you can see.

2. Look at the pictures again and say what you feel.

LANGUAGE SKILL: LISTENING

Listen to the audio and do the activities that follow.

A Listening 1

1. Listen to the audio and fill in the table with elements of culture and civilization.

Culture	Civilization
-customs	-politics

2. Listen to the audio once more and discuss the notions you listed in the table above.

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B Listening 2

1. Listen to the audio and say what cultural diversity is.
2. Listen once more to the audio and list as many elements of cultural diversity as you can. Then in groups of four, compare your lists to reach the thirteen dimensions of cultural diversity mentioned in the audio. Discuss a few of them.

Session 2

LANGUAGE FOCUS I

A GRAMMAR CORNER

Language Function	Illustrative sentences
DESCRIBING CHARACTER AND SENSE	**Study the sentences below** **Describing character** The lady there is a mechanic. She works very hard. She's a very **brave** woman. **Describing sense** My neighbour, a girl, intends to be a pilot. She looks very **clever**.

An environmental specialist used the following sentences in an argumentation. How certain is he about each statement?

There is no doubt that wildlife trade is an aggravating risk in the spread of Ebola disease.
It is certain that massive deforestation endangers the environment.
Countries like Russia or France could become deserts some day.

EXERCISE 1: Here is a list of adjectives. Study them in groups, and classify them like in the table below. Draw the table in your note book. Then make real life descriptions of people you know using some of them like in the examples above.

brave – careless – coward – cruel – generous – good – nice – kind – mean – rude – selfish – wicked – wrong – clever – foolish – idiotic – intelligent – sensible – silly– stupid – humble – strange – courageous – reliable

Adjectives describing character	Adjectives describing sense
Brave - -	Clever - -

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EXERCISE 2: **Read the text below and pick all the adjectives you can identify. Choose two of them and make two sentences. Share your sentences with your friends.**

CULTURE VS CIVILIZATION

Firstly, civilization in theory is bigger than culture in which an entire civilization can encompass one single unit of culture. Civilization is a bigger unit than culture because it is a complex aggregate of the society that dwells within a certain area, along with its forms of government, norms, and even culture. Thus, culture is just a spec or a portion of an entire civilization. For example, the Egyptian civilization has an Egyptian culture in the same way as the Greek civilization has their Greek culture.

A culture ordinarily exists within a civilization. In this regard, each civilization can contain not only one but several cultures. Comparing culture and civilization is like showing the difference between language and the country to which it is being used.

Vijaya Shetty, Studied History for CSE

B VOCABULARY CORNER

EXERCISE 1: **Read the text below and find the words whose definitions or synonyms are suggested in the table.**

Definitions/Synonyms	Lines	Words/Expressions from the text
Flock		
Make the difference		
Have		
Seen		
Lawful		
Refined		
People		
Strongly		
Some thought		

The phrase 'civilized nations' (also known as 'civilized peoples', 'civilized countries', or, collectively, as the 'civilized world') has long served to distinguish European Christian States from States not thought to possess similar legal systems or values. Those States which were not considered to possess the attributes of 'civilized nations' have been variously described as 'uncivilized nations', 'semi-civilized nations', 'rude nations', or 'enslaved nations' and their inhabitants as 'barbarians' or 'savages'.

https://opil.ouplaw.com/view/10.1093/law:epil/

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EXERCISE 2: The words in the box were originally in the text below. Insert them back at the right place to make the text meaningful.

material – communication – something – nation – culture – civilization – tangible – practices – immaterial

Culture can exist in itself whereas civilization cannot be called a civilization if it does not possess a certain culture. It's just like asking how a .....can exist on its own without the use of a medium of ..... Hence, a civilization will become empty if it does not have its ....., no matter how little it is.
Culture can be something that is ..... and it can also be ..... that isn't. Culture can become a physical ..... if it is a product of the beliefs, customs and ..... of a certain people with a definite culture. But a civilization is something that can be seen as a whole and it is more or less .....although its basic components, like culture, can be ..... .

Vijaya Shetty, Studied History for CSE

C COMMUNICATION (Listening Task)

1. Listen to the audio and give the summary of the text.
2. Listen again to the audio and give further clarification of the concepts of civilization and culture.
3. Now, use the information you got on the different audios to discuss the following in groups of four.

a) Give examples of cultural elements in your region. Compare with your group members.
Example: Abodan is a traditional dance in the centre of Cote d'Ivoire.

b) Give also some elements of civilization you know in your village. Compare with your group members.
Example: The masks and round huts are symbols of our civilization in the North of Cote d'Ivoire.

Session 3

LANGUAGE SKILL: SPEAKING

A Observe and discuss

1. Observe the pictures below and tell the class what people are doing in each of them.
2. What instruments are the men playing? When are those instruments used in your own region?
3. How are the men and women dressed?
4. Prepare and present the description of a traditional cloth of your region to the class.




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B ROLEPLAY

An old man, Fofana, is very angry at his educated son because he does not value their culture in his social life with his wife and children. For example in clothing, dancing, cooking, using mother tongue, etc.
At the English club meeting, with a partner, you roleplay a coversation between Fofana and his son about this issue.

Session 4

LANGUAGE FOCUS 2

A GRAMMAR CORNER

Language Function	Illustrative sentences
Expressing ongoing actions with the present perfect progressive.	**Study the sentences below** • **I have been reading** a book **for** three days. • **We have been studying** English **for** five years. • **Yao has been living** in Abidjan **since** 2005.

EXERCISE: Find out the correct *present perfect or present perfect progressive* forms of the verbs in brackets to complete these investigation notes taken by a student out of the village.

Example: 1.have been living

1. People (to live) ..... in the village of Lukukro for hundreds of years.
2. They (to farm) ..... on their land since 1800.
3. Men of that village (stop) ..... hunting elephants for their ivory.
4. Women (to help) ..... their husbands in farms for years.
5. Unfortunately their agricultural practice (increase) ..... deforestation.
6. Most of the people there (never/to travel) ..... to big cities in the country.
7. They (to use) ..... clean water since 2010.
8. They (to celebrate) ..... yam festival ever since the village was created.
9. The government (to build) ..... a school in Lukukro to help the villagers educate their children.
10. I (to collect) ..... information on villagers to write a book for five months now.

B VOCABULARY CORNER

Words formed with suffixes ***-ance,-ation, -ment,-hood.***

Examples:

- Repentance, luxuriance, tolerance.
- Information, education, registration.
- Development, government, confinement.
- Brotherhood, childhood, neighborhood.

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EXERCISE 1:

Use the noun form of each verb in the box to complete the sentences below. The first one is done for you: ***a. confinement.***

insure – punish – admire – agree – publish – transform – pay – decorate – announce – confine.

a) When the Covid-19 broke out in March 2020, governments adopted ..... measures.
b) Teenagers have a great ..... for this DJ Arafat.
c) My father's ..... company helped him repair his car when it totally broke down.
d) The ..... of our scholarship will be in the accountant office next week.
e) A lot of people make ..... of stories and pictures on Facebook and WhatsApp.
f) The ..... of our city is amazing: of lot beautiful houses an new tarred roads have been built.
g) We were very sad when we heard the ..... of Maradona's death on television.
h) The Headmaster will give you a ..... if you keep the school environment dirty.
i) My mother bought flowers, pots and trees for the ..... of our house at Christmas.
j) Finally the villages came to an ..... to give a piece of land to the government to build a secondary school.

EXERCISE 2: Noun + suffix **less**

Find out the right word with the suffix *hood* from the different definitions below. The following nouns can help you.

Example: a. Childhood.

Parent, neighbour, life, adult, child, brother, false.

a	The state or a period of being a child.	Childhood.
b	The way we earn money to live.	
c	The community where people live in towns or cities.	
d	The nature of something not true.	
e	The condition of a person being fully grown.	
f	The state of being a parent.	
g	The relationship between brothers.	

C COMMUNICATION

You're taking part in a speaking competition organised by your English club.

With a partner, use *"how long"* to ask questions in turn to know about the following situations. Then summarize your answers to the class.

- To live in your neighborhood.
- To study in this school.
- To buy your English book.
- To speak English today.
- To play football/handball/basketball.
- To leave primary school.
- To use a cell phone.
- Your country, to be independent.

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Session 5

LANGUAGE SKILL: READING

A PICTURE TALK

Look at the picture.
What can you see?
Discuss it with your neighbour.



B UNDERSTANDING A TEXT

Scanning

1. The words and expressions in column A are from the text below. Read the text and match the words with their meanings or synonyms in column B. Write your answer like in the example.

Example: 1. rejoicing = f) happiness

A	B
1. rejoicing (line 1)	a) made strong
2. blessed (line 1)	b) killed
3. strengthened (line 2)	c) proof or manifestation
4. live on (line 4)	d) most important
5. slaughtered (line 7)	e) accord ; give
6. token (line 8.	f) happiness
7. underscored (line 12)	g) region ; province
8. First and foremost (line 12)	h) collective
9. realm (line 13)	i) continue to exist
10. corporate (line 16)	j) interest ; responsibility
11. assign (line 17)	k) Protected from evil
12. stake (line 19)	l) Stressed ; emphasized

Birth and Naming Ceremonies

The birth of a child is always a time of great rejoicing. It means that a couple was blessed, and that the family unit and the community are being perpetuated and strengthened. In many African communities, ritual festivities to celebrate the arrival of a child do not start until a few days after the birth in order to make sure that the baby is healthy and will live on.

5 Only then will the rejoicing start. In fact, and more important, the child does not officially start existing until he or she has been named as part of his or her birth rite of passage, that is,

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the naming ceremony. Among the Akamba people, a child is named after 3 days. A goat is then slaughtered as a token of appreciation for the ancestors who are responsible for human fertility. Among the Akan, a girl or boy is named on the eighth day after being physically born. Among the Yoruba, the child is named on the eighth day as well. For the Hutu, it is on the seventh day that naming ceremony takes place. Until then, both mother and baby are expected to remain alone in the home. Regardless of when the naming ceremony takes place, what is underscored is that existence is first and foremost a social experience. Although one may be born in the physical realm, one's existence starts only when one has been acknowledged as a member of a community. Through the naming ceremony, a new human comes into being as it becomes integrated into a community. Only at that point is it considered to exist.

Thus, the fundamental assertion in the naming ceremony is that existence is a corporate experience, not an individual one. The names given to the child further assign him or her a place in the family, the community, and the universe. This is why all community members take part in the naming of the child, because the child belongs to the whole community and because all have a stake in its proper insertion in the society.

https://africanholocaust.net/ritesofpassage

2. Read the text again and decide if the following statements are true or false. Justify your answers.

1. The birth of a baby is the business of the family.
2. A child's birth makes the family and the community stronger.
3. Ritual ceremonies start a few days later for the baby not to die.
4. In Akan regions, naming ceremonies take place one week after the child's birth.
5. For the Akambas, ancestors have an important role in a child's birth.
6. The sacrifice of a goat is just for food.
7. The child does not exist before the naming ceremony.
8. Giving a name to a baby makes him or her a citizen of the world.

3. Read the text once more and answer the following questions.

1. Why is the birth of a child considered as a time of great rejoicing?
2. How important is a naming ceremony in African communities?
3. What is your opinion about naming ceremonies in Africa?

Session 6

COMMUNICATION

TASK 1: DISCUSSION

1. The following text raises a problem. Read the text and, with your neighbour, try to find it.

Among the Zulu, birth, puberty, marriage, and death are all celebrated and marked by the slaughter of sacrificial animals to ancestors. Birth and puberty are particularly celebrated. To Zulu traditionalists, childlessness and giving birth to girls only are the greatest of all misfortunes. No marriage is permanent until a child, especially a boy, is born.

https://africanholocaust.net/ritesofpassage

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2. Do you agree or disagree with the problem you identified? Discuss in your groups.

TASK 2: WRITING/ROLEPLAY

Two South Africans are discussing some issues.

A) A traditionalist Zulu believes that childlessness or giving birth to girls only is a misfortune. A modern Xosa does not agree. Write the dialogue of the discussion between the two people.

B) Roleplay their dialogue with your neighbour.

Session 7

LANGUAGE SKILL: WRITING



A PICTURE TALK

1. Discuss the following questions. Make notes of your ideas.

a) What do you see in this picture?
b) Is there any man or boy in this picture?
c) Can you guess the age of the girls?
d) What type of ceremony is shown here?

2. What is your opinion about this kind of practice?

B FOCUS ON TEXT

1. Read the introduction of the text below and answer the following questions:
What is the topic sentence?
Are sentences n°2 and 3 different from sentence n°1?

2. Now read paragraph 2:

What does it tell you?

3. What about paragraph 3? What is it about?

PUBERTY: INITIATION

(1) As children mature physically and therefore sexually, a special puberty rite of passage, initiation, is meant to help them move from childhood into adulthood. The purpose of initiation is, above all, educational. Through initiation, young adults further learn about the traditions and expectations of their community and will therefore be able to contribute to the maintenance of social order.

(2) Initiation rites vary from community to community. However, they follow a general pattern. The first step is the separation of a group of adolescent novices from their usual surroundings to be secluded in an isolated place away from the community. There, they will be tested and taught by elders. The testing usually involves demonstrating physical endurance, mental strength, and intelligence. It is often the time when males are circumcised and females excised. They must undergo the whole operation without showing any sign

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of fear and without expressing any discomfort. Failure to demonstrate fortitude would bring shame and dishonor to them and their family.

③ After the period of seclusion is over, the initiates are reincorporated into their community, and this marks the time of their rebirth. Their hair may be shaved off, their old clothes may be thrown away, and they may receive new names, all symbolic gestures indicating that they have become new, mature individuals. The reunion of new initiates with their family and community is a collective festive time. All rejoice now that the new initiates are ready to assume their new place in the community.

https://africanholocaust.net/ritesofpassage

C COMMUNICATION

Linking ideas

In groups of six, choose one of the following topics for your group to write about.

'Naming ceremony' 'Initiation' 'Music' 'Wedding'

1. Each person writes a simple one-idea-sentence on that issue.
2. Collect the six sentences on a sheet of paper.
3. Write one or two paragraphs including all the ideas collected. You will have to find linking words, rearrange the order and leave out some words.
4. Compare your paragraph(s) with those of other groups.

Example: Marriage

1. Marriage is a personal affair.
2. I don't know much about traditional marriage.
3. Marriage is a serious business.
4. Marriage rites teach the couple about the responsibilities of married life.
5. The main purpose of marriage is procreation.
6. Nowadays young people don't want to get married.

I don't know much about traditional marriage, but I agree that it is a serious affair. I think young people don't want to get married because they are afraid of the responsibilities of married life. Marriage is good because, through procreation, it helps keep family and community links.

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Session 8

Check 5

LISTENING

1. Listen to the audio. What is enculturation?
2. Listen to the audio again, note down the three main characteristics of culture and discuss them.

SPEAKING

Discuss the following statements:

1. Culture and civilization will never disappear.
2. Africa is at the origin and at the heart of humanity in terms of culture and civilization. Justify your answers with examples you know.

LANGUAGE FOCUS

A GRAMMAR

Language Function	Illustrative sentences
Showing the reactions or feelings of the person concerned with some adjectives and present participles.	**Study the sentences below** With adjectives - It's awful to be alone in the dark night. - It was agreeable to be with her on that occasion. With the present participles - It's boring to do the same thing each and every day. - It was depressing to find the house empty.

Make similar sentences with adjectives and present participles which would describe and depict a real life situation you know or imagine possible.

Adjectives	Useful Verbs to be turned into present participles
Agreeable - awful - delightful - disagreeable - dreadful - good - nice - pleasant - horrible - lovely - marvellous - splendid - strange - terrible - wonderful etc.	Alarm - bewilder - discourage - amaze - amuse - annoy - ashtonish - bore - depress - diappoint - disgust - embarrass - encourage - excite - frighten - horrify - interest - surprise - terrify - upset etc.

Source: A Practical English Grammar (p.43 1986 Fourth edition, OUP), A.J. Thomson, A.V. Martinet

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B VOCABULARY

In the following sentences the linking words and phrases are missing. Working in groups, decide which of the words given would be possible. Note that in some cases more than one of the words given may be possible.

1. We are writing to you .....inform you about our wedding ceremony.

   a) to b) in order to c) so as to d) for

2. Marriage matters are too serious to be talked about on the phone.

   ..... I think we need to have a meeting.

   a) This is because b) This is why c) That is why d) Therefore

3. I suggest to postpone the ceremony in the long holydays in August..... the rainy season starts in May.

   a) For b) Because c) Unfortunately d) Since

4. Marriage is considered as the most critical moment in an African's life. This .....marriage is intimately linked with procreation.

   a) consequently b) because of c) owing to d) because

5. On the day of her wedding, a woman's body is sprayed with milk and herbs ..... clean her from her previous life and make her pure.

   a) to b) in order to c) so as to d) for

6. Marriage creates the context within which children are conceived and born, ... its critical significance.

   a) that's why b) hence c) so d) for

7. African families are normally large .....they include the whole community.

   a) because b) in order that c) so that d) for

8. Marriage rituals are meant .....the purification of the couple.

   a) since b) to c) so that d) for

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Session 9

Project 5

PROJECT: GIVING A PRESENTATION ABOUT A TRADITIONAL CEREMONY OR RITUAL IN YOUR COUNTRY OR YOUR REGION.

Task: There are lots of rituals or traditional ceremonies in your country or your region. Each one has its history. Your English teacher asks you to make a research project on one of those rituals or ceremonies for a classroom presentation. In groups, look for necessary information to write your project.

Guidelines

Data collection: Look for information from different sources including the Internet, questions to knowledgeable people, books, etc.

Introduction: Name the ritual or the ceremony. Its location in your country. Then mention the different aspects you will deal with.

Main body in different parts: Describe the main areas you have mentioned in the introduction.

Examples:

- What does the ceremony or ritual consist of?
- What's its history?
- What are the symbols related to it?
- Why is it important?
- etc.

Conclusion: Say why this ritual or ceremony is a reference in your region or your country.

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Move forward into more grammar

UNIT 1

Grammar corner 1

Language Function	Illustrative sentences
Expressing 2 consequential actions that happened at the same time using the gerund.	**Study the sentences below** - He came in **looking** rather satisfied with himself. - He arrived at home, **walking** happily, **showing** his joy.

Exercise 1

Look at the illustrative sentences above and complete the sentences below using the correct form of the verbs in parentheses.

1. I woke up this morning, (feel) good, so good that I decided to go for a morning walk.
2. Drogba scored a fabulous goal (express) thus his legended talent.
3. (Demonstrate) his supremacy, Mohammed Ali knocked George Foreman out in Kin shasa in 1974.
4. (Roar) like a Lion, the supporters of King Ali chanted: Ali, bomayé! Ali, bomayé!
5. She brilliantly succeeded in her test (prove) her intelligence.
6. The Allies thoroughly defeated the Nazi powerful armed forces (bring) peace to the whole world during World War II.
7. (Jump and yell) with joy, the Brazilian fans expressed their pride in their team after their victory in the World Cup.
8. The rain fell so heavily (destroy) all the crops in the region (cause) dismay and despair.
9. The car crashed in the river Thames, (drown) most of the passengers and some pas sers-by (sadden) thus a whole nation.
10. The whole team of the Elephants played so courageously in 1992, (win) the African Nations Cup on penalty shoot-out (bring) thus joy to the whole nation for the first time.

Exercise 2 Invention activity.

Now, invent ten other situations of your own on the model of exercise 1.
Then share with your neighbour and your class group.

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Grammar corner 2

Language Function	Illustrative sentences
Expressing consequential actions that didn't happen at the same time, the participial clause happened before the main clause, using having + past participle.	**Study the sentences below** - **Having cleaned** the car, he felt tired and therefore needed a rest. - **Having been blamed** for something he had not done, he went to his room and sulked. - He felt embarrassed, **having been paid** for doing nothing.

Exercise 1

Do exercise 1 individually on the model of the illustrative sentences above. Share with your neighbour later and your class group.

1. (steal) the chicken, the thief climbed the fence and ran out.
2. (suffer) a humiliating crashing defeat in Kinshasa, Foreman decided to stop his shining career.
3. The Old fisher Man felt very exhausted at dawn, (fight) the big fish all night long as reported by Hemmingway.
4. (overestimate) his power and (underrate) his challengers, the champion neglected his training habits and therefore lost the competition.
5. (run) for a long time, he finally stopped gasping for breath.
6. The bird flew some time and fell, (hit) by a bullet.
7. (behave) foolishly, the young man went home, sobbed bitterly and vowed to himself to behave from then on.
8. (seduce) the whole theatre, the orchestra was given a memorable standing ovation.
9. In 1969, three NASA astronauts were welcome as national heroes (land) successful ly on the moon and (return) safely to the earth for the first time ever in human history.
10. (sleep) peacefully for quite some time, the baby woke up with a beautiful smile on its face bringing a nice smile to its mother. A dream like scene indeed!

Exercise 2 Invention activity.

Now, individually, invent ten other situations of your own on the model of exercise 1 and then share with your neighbour and your class group.

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UNIT 2

Grammar corner 1

Language Function	Illustrative sentences
Expressing actions with verbs followed by 'to' (collocations).	**Study the sentences below** -They **agreed to** go for Paquinou in the first week of April 2021 in their village Attanou, in the department of Bocanda. -The two youngsters **failed to** create their own business at first, but they did not get discouraged. They finally succeeded in their business. -Even some old people **plan to** read or watch regularly Naruto, Manga Naruto.

Exercise 1 Invention activities

The Verbs below are used with the infinitive 'to'. They collocate. Create your own situations and use them appropriately on the model of the illustrative sentences above. Share with your partner first and then with your class group.

agree – arrange – attempt – choose – decide – fail – hope – learn – manage – offer – plan – seems

Exercise 2

In the activity below, you are offered two alternative collocations, *'to'* and *'ing'*. In accordance with the meaning, choose the most appropriate one and compare with your partner.

1. The bus stopped (to pick, picking) up the children.
2. I want to try (studying, to study) with a friend to see if it helps us stay more motivated.
3. Please, remember (to cancel, cancelling) your appointment if you are not able to attend.
4. I've stopped (buying, to buy) newspapers because I read the news online, now.
5. He stopped the video (to ask, asking) his students some questions.
6. Have you tried (to turn, turning) the computer off and on again?
7. He says he feels a lot better since he stopped (to eat, eating) so much bread.
8. There's no milk. I forgot (to buy, buying) more when I went to the supermarket earlier.
9. I'll never forget (meeting, to meet) you for the first time.
10. They stopped at the petrol station (to fill, filling) the car up.
11. He'll never forget (to leave, leaving) his daughter at nursery school for the first time.
12. I know it's difficult but try (not to think, not thinking) too much about it.
13. You've definitely got the keys. I remember (to give, giving) them to you in the cafe this morning.

Adapted from https://learnenglish.britishcouncil.org/grammar/intermediate-to-upper-intermediate

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Grammar corner 2

Pronunciation	Illustration		
	/id/	/t/	/d/
Past tense of regular verbs	visi**t**ed ; wan**t**ed ; suspen**d**ed ; etc.	wor**k**ed ; fini**sh**ed ; dro**pp**ed ; etc.	rub**b**ed ; ban**g**ed ; stired ; called ; etc.
	Last letters : **t** or **d**	Last letters : k ; ss ; sh ; p ; f ; tch	Last letters : s ; b ; g ; ll ; m ; n ; r ; y ; e

Exercise 1

Here is a list of past tense regular verbs. In groups of four, pronounce them and classify them in the table below. Example: 1 walked under /t/

1. walked 2. wasted 3. opened 4. pushed 5. studied 6. claimed 7. intended 8. punished	9. played 10. talked 11. gained 12. rolled 13. worked 14. classified 15. crowned

/id/	/t/	/d/
- -	Walked -	- -

Exercise 2

Now, listen to the audio and classify the verbs below in the table.

repaired – crowded – kissed – minded – rented – washed – learned – screamed – watched – pasted – sobbed – pulled – bluffed – begged – passed – bended – stopped

/id/	/t/	/d/
- -	- -	repaired -

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UNIT 3

Grammar corner 1

Language Function	Illustrative sentences
Adjectives and preposition collocations. Using verbs and adjectives always followed by a preposition.	**Study the sentences below** -Egypt is ***conscious of*** the danger looming in the Suez Channel where the big ship Evergreen, container carrier, sank in March 2021. -He is always ***polite in*** my presence.

Exercise 1

Now, class the adjectives below according to their preposition collocations. Share with your partner.

capable of – generous of – polite in – full of – happy for – angry at – hopeful of – jealous of – ready for – in danger of – successful in – afraid of – aware of – allergic to – cruel to – brilliant at – serious about – crazy about – anxious about – helpful of – free for – eligible for – late for – thankful for – certain of – anxious to – comfortable in – conscious of

Exercise 2 Invention activities

Now, complete the gaps using the most appropriate adjectives to collocate with the prepositions. Number 1 is an example. Example: **1. full** (of).

1. How can you expect having any good mark with this paper **..... of** mistakes?
2. It's quite normal that your father is so much **..... at** you with this bad behaviour of yours!
3. I feel quite at ease with these shoes. I'm much **.....in** them.
4. With this Covid-19 epidemic killing thousands of people around the word, I am now **.....to** this fever that doesn't want to lower down.
5. Now, listen to me. I am **.....about** this. Don't you ever think of going out without your face mask on!
6. My neighbour's marks in literature are low, but she's quite **.....at** mathematics and physics.
7. Soon, Scientists will defeat the New Covid-19, I am **.....of** that.
8. I am much **.....for** your constant support during my long period of sickness.
9. Just don't mind Annie's bad mood. She's **.....of** your good results in class.
10. Her boyfriend is so stupid and lazy! I can't understand why she's so **.....about** him.
11. The Director is now much handicapped after his bad accident, and I think Max is more **.....for** replacing him.

Exercise 3 Invention activities

Invent your own appropriate, real life situations like the illustrative sentences above. Share with your partner and your class group.

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Grammar corner 2

Language Function	Illustrative sentences
Verbs and preposition collocations	**Study the sentences below** -What are you **frightened of**? -This young man is **blessed with** many talents.

Exercise 1

Class the verbs below according to the preposition collocations. They are very common in English. Share with your neighbour and then with your class group.

depressed about – related to – fascinated by – interested in – disturbed by – delighted by – disappointed in – impressed by – inspired by – blessed with – excited about – excited by – amazed at – delighted at – skilled at – annoyed at – acquainted with – worried about – get bored with – annoyed about – associated with – talented in – surprised by – married to – ashamed of – robbed of – accustomed to – attached to – experienced in – frightened of.

Exercise 2 Invention activities

Now, choose the most appropriate adjectives to collocate with the prepositions. Number 1 is an example. Example: 1. robbed (of).

1. Yesterday, my brother got robbed/ashamed/frightened of his suitcase that contained all his papers.
2. I thank you so much for the help you brought me last time. Be acquainted/associated/blessed with your gesture.
3. I feel excited/ depressed/annoyed about this Covid-19 epidemic. I'm afraid of travelling.
4. Ok, class, in groups of four, write a project accustomed/married/related to the topic we are studying.
5. Waoh, I'm impressed/inspired/disturbed by your work. It's so good!
6. I saw your son yesterday. He's so amazed/annoyed/skilled at playing football. Why don't you get him registered in a professional training center?
7. Fred is a brilliant student, but he's got a small problem. He's ashamed/frightened/robbed speaking in front of his classmates.
8. My sister is a marvelous artist. She's much talented/experienced/interested in singing.
9. I'm getting bored/associated/acquainted with watching "Tele Novelas" movies. It's almost the same love stories with good people versus bad people.
10. I'm much attached/related/accustomed to going to bed late at night.
11. Why are you so much excited/depressed/annoyed about your journey to your village? Is there anything wonderful to discover?

Exercise 3 Invention activities

Now, invent your own appropriate, real life situations and use the verbs and preposition collocations in the table like in the illustrative sentences above. Share with your partner and then with your class group.

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UNIT 4

Grammar corner

Language Function	Illustrative sentences
Expressing the future with TO BE GOING TO	**Study the sentences below** - We **are going to have** a holiday next month. - The meeting **is going to start** at 9 o'clock. - I am **not going to watch** television tomorrow night.

Exercise 1

Write statements or questions using be going to with the verbs in the brackets to fill in the blanks.
One example is done for you. 1. I am going to use Marc's cellphone to call my mother.

1. I ..... Marc's cellphone to call my mother. (use)
2. ..... you ..... us play the new computer games next Saturday? (let)
3. My sister is sick. She .....her favorite film on TV tonight. (not watch)
4. Acena ..... her birthday party in this famous restaurant with her parents. (celebrate)
5. They ..... to the bus stop this afternoon. (walk)
6. ..... Mrs Casimir ..... in his office this afternoon? (be)
7. I ..... my homework after school. (do)
8. Kofi ..... A letter to his friend in London today. (write)
9. We ..... the new airport with our geography Teacher Wednesday. (visit)
10. Grace and Yves ..... very soon. (get married)
11. ..... you ..... your hair now? (cut)

Exercise 2

Choose the correct verb in the box to fill in the blanks to make a meaningful sentence.
One example is done for you: 7. The clouds are black. It's going to rain.

sell – rain – travel – buy – start – watch – study – lose – walk – cook – wash – put off – win

1. Peter doesn't like the plane, so he's going to .....by train.
2. Our car is at the mechanics. We're going to ..... to the party tonight.
3. Kwassi sold his first car and now she's going to..... a new one.
4. I'm not going out this Saturday. I'm going to..... my clothes.
5. Our Team plays badly tonight. We're going to ..... the match.
6. Would you like to buy my books? I'm going to..... them tomorrow.
7. The clouds are black. It's going to .....
8. That's a good film. I'm going to ..... it tomorrow with my friends.
9. Sergio has an exam next week. He's going to..... every day until the exam.
10. It's 6.p.m. Mam is going to ..... cooking dinner soon.
11. Can we go to bed now? I'm going to ..... the lights.

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UNIT 5 Grammar corner

Language Function	Illustrative sentences
Talking about quantity using A LITTLE, LITTLE, A FEW, FEW	**Study the sentences below** - I have got **little money** left. I can't pay for a taxi to go out. - There is **a little water** left. I think I can share it with you. - We cannot start the meeting. There are only **few people** present. - **A few pupils** attended the English class. The teacher was angry.

Exercise 1

Read carefully the sentences below and choose *a little / little / a few or few* to fill in the blanks to make them meaningful. The first sentence in done as an example.
Examples: 1. little

1. Why did you give me ..... butter? It's not enough.
2. I have ..... friends. I'm not lonely.
3. A person with ..... education can't read or write.
4. There is still ..... petrol in Kofi's car. He can drive 10 kilometers again.
5. There are ..... good restaurants in this area. We have no choice for a better dinner.
6. We find ..... supermarkets in small towns. That's not enough for the population.
7. Fatou gave me ..... mangoes from her garden, so I can't share it with three people.
8. Good news! We'll have ..... time next Saturday to visit our parents.
9. I have ..... cakes left for my friends. Would you want some?
10. There are ..... women in the government. People think there should be more.
11. Daddy has put ..... milk in Abou's coffee. He is complaining because he wants more.

Exercise 2

Read the text below and choose the appropriate words for expressing quantity from the brackets to fill in the blanks. An example is given to you. Example: 1. a little

A success story.
Amon wanted to create his own business but he needed 1. ..... (little a little, a few) help. He went to the bank to borrow 2. ..... (a little, few, little) money. The bank clerk made him 3. ..... (a few, few, a little) documents to fill. Three weeks after he obtained a loan. As Amon knew 4. ..... (little, few, a few) people in his neighborhood he could get a place to build a house for his business. It was a shop. He started with 5. ..... (a few, few, a little) means. His friends thought he was 6. ..... (a little, little, few) bit crazy. But soon Amon's shop was well stocked. There were 7. ..... (few, a few, little) articles in it to satisfy nearby customers. They preferred to buy in Amon's shop because there was 8. ..... (few, a little, little) traffic delay downtown. People found the place very quiet and attractive; there is 9. ..... (little, a few, a little) noise in the streets. Soon, Amon became a successful businessman. He could go abroad for 10. ..... (a few, a little, few) days professional activities. Unfortunately he had 11. ..... (few, a little, little) time for his family.

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UNIT 6

Grammar corner

Language Function	Illustrative sentences
Relating ideas using: **Who, Whom, to whom, whose** **Which, where**	**Study the sentences below** - The prisoner **who** escaped was finally caught and sent back to jail. - I don't know the person **to whom** this letter is addressed. - The restaurant **which** opened last week near the grammar school belongs to my aunt. - The room **where** we sleep must be cleaned everyday. - Here is the man **whose** son is my best friend.

Exercise 1

Choose the correct relative pronoun (who, which, whose) to fill in the blanks of the following text.

One answer is given as an example. Example: 3. who

This is the report about a bank 1. ..... was robbed yesterday. A boy 2. ..... sister is in my class was in the bank at that time. The robbers were a couple. The man 3. ..... opened the bank had two pistols. He came there with a girlfriend 4. ..... waited outside in the car. The people 5. ..... were in the bank were very frightened. The robber wore a mask 6. ..... made him look like a monkey. One of the bank clerk 7. ..... mobile phone was ringing did not know what to do. The car 8. ..... the bank robbers escaped in was green. The robber 9. ..... mask was too big didn't drive. His girlfriend did. They didn't wait at the traffic lights 10. ..... were red. A police officer car 11. ..... was parked at the next corner stopped and arrested them.

Exercise 2

Rewrite the sentences below using relative clauses who, whose, whom, which, where.
Example: 11. Here the man. He stole Dago's car = *Here is the man who stole Dago's car.*

1. A novelist is a person. He/ She writes novels.

A novelist .....

2. An elephant is an animal. It is disappearing in West Africa.

An elephant.....

3. The boy sings very well. His father is a musician.

The boy.....

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4. I spoke to a young woman. She is my English Teacher.
The Young woman.....
5. Aïcha lives in a quarter. It is very noisy.
The quarter.....
6. The book has been stolen. It is Amedé's English book.
The book.....
7. Diallo's friend speaks English very well. Her parents live in America.
Diallo's friend.....
8. Lisa receives SMS from her friend. She is a Nigerian.
Lisa's friend .....
9. A bottle opener is a device. It opens bottles.
A bottle opener. .....
10. This is Canada! Many young people want to go there.
Canada is the country.....
11. Here the man. He stole Dago's car.
Here the man.....

Exercise 3

Complete the conversations using relative pronouns. Number 1 is an example.

Example: **A: The woman who is standing next to Carl-Ilian is his mother.**

1. **A:** Who is the woman standing next to Carl-Ilian?
   B: ..... is his mother.
2. **A:** Who is that man?
   B: .....daughter is getting married.
3. **A:** Waoh, look at that huge motorcycle!
   B: .....we just talked at the bar.
4. **A:** Why did you drive us to this place?
   B: Because.....they found the body.
5. **A:** Whose is the red car in front of your house?
   B: .....is parked right in front of my house is my sister's new car.
6. **A:** I saw you in great conversation with a young handsome man...
   B:.....I was discussing is my new boyfriend. So, stay away!

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UNIT 7

Grammar corner

Language Function	Illustrative sentences
Spelling of comparatives of some short adjectives. The comparatives of short adjectives end in ***er***. Example : short→short***er***. However, sometimes the spelling changes. Here are some rules to help you find the right spelling of the comparatives of some short adjectives.	**Study the rules below**

Rule 1
For most short adjectives like *cheap* or *fast,* you add *-er.*

cheap**er** .....

Rule 2
With short adjectives that end in *e* – like *late*, – you just add -r.

lat**er** .....

Rule 3
With adjectives that end in a consonant followed by y – for example *busy* and *dry* – change the *y* to *i* and then add *-er.*

bus**ier** .....

Rule 4
With adjectives that end in a vowel and a consonant – for example *big* – you double the consonant and add *–er.*

bigg**er** .....

Study carefully the spelling rules above. Find examples in the box below for each rule.

clean – easy – long – nice – small – safe – thin – short – busy – slow – quick – wide – hot – heavy – new – fat – happy – large – wet – early – slim

Rule 1	Rule 2	Rule 3	Rule 4
- -		-easier	

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UNIT 8

Grammar corner

Language Function	Illustrative sentences
Expressing frequency	**Study the dialogue below** A : **How often** do you drink coffee in the morning? B : I **never** drink coffee. A : **How often** does your sister send you an sms? B : **Very often.** She is **always** ready to help.

How often do / does ... ?	Moya and Yao	Camara	You
1. watch television?	often	rarely	?
2. play football?	never	usually	?
3. post a picture of you on facebook?	sometimes	never	?
4. attend the English Club?	usually	often	?
5. get up before 6 o'clock?	always	sometimes	?

Now write sentences about Moya and Yao, Camara and yourself. Use **always/usually/often/ sometimes/ never.**

Example: 4. Moya and Yao **usually** attend the English Club.

1. Camara .....

I .....television.

Moya and Yao .....

2. Camara .....football.

I .....

Moya and Yao .....

3. .....

.....

.....

4. .....

.....

.....

5. .....

.....

.....

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Grammar corner

Language Function	Illustrative sentences
Expressing modality with the present passive. 1. Affirmative form:	**Study the sentences below** Animals **can be saved.** Forests **must be protected.** Some species of plants **could be destroyed.** The lives of a lot of animals **might be endangered.** Your computer **should be repaired.** That email **has to be sent.**
2. Interrogative Form	**Can** animals **be saved?** **Must** forests **be protected?** **Should** your computer **be fixed?**

a) Study carefully the illustrative sentences in the table above. Can you try to find the rule for the affimative form of modals in the passive voice?

..... + ... + ... + ...

b) Can you do the same for the question form?

..... + ... + ... + ...?

c) The following sentences are in the active voice. Turn them into the passive voice.

1. We must stop killing wild animals.
2. Governments should encourage the protection of elephants.
3. Wildlife specialists need to sensitize the population about the extinction of some animals and plants.
4. Can they persuade more people?
5. May they allow the destruction of rainforests?
6. Some people might think that natural resources are inexhaustible.

d) Use the verbs in brackets in either the <u>active</u> or <u>passive</u> form with the most suitable <u>modal</u>.

Example: 6. Governments ***must protect*** our environment.

1. Protection measures ..... (take) immediately.
2. The Tai forest ..... (see) from the mountain.
3. .....we (postpone) the lesson ? I don't feel well.
4. She is wearing a beautiful ring. She ..... (marry).
5. Your son has a real talent. His interest in football ..... (encourage).
6. Governments ..... (protect) our environments.
7. .....(give) a child everything he wants?
8. Write the instructions in your notebook. You ..... (forget) it.
9. Some people ..... (offend) by the pictures of this film.
10. I haven't seen him these days. He ..... (come) to the concert.

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UNIT 10 Grammar corner

Language Function	Illustrative sentences
Word formation **A -** Adding suffixes to form **nouns:** **Verb + ment/ion/ation/ition/er/or** **B -** Adding suffixes to form **adjectiives :** **Verb + ive/ative/itive/able/ible**	**Study the sentences below** Involve+ment: involve**ment** /adopt+ion: adop**tion**/ adapt+ation: adapt**ation**/ run+er: runn**er** Select+ive: select**ive**/ form+ative: form**ative** / Avoid+able: avoid**able** / convert+ible: convert**ible**

Exercise 1

Study the following verbs in the box. How many nouns and adjectives can you form using the suffixes above? Example: imagine: imagin***able***/imagin***ative***/imagin***ation***

desire – predict – invent – imagine – employ – cook – generate – educate – tax – time – admire – convert – infuse – collect

Exercise 2

Complete each sentence with the appropriate form of the word in brackets.
Example: **11. employer**

1. I've got an ..... (invite) to a ceremony tomorrow.
2. Come back! You are going in the wrong .....(direct).
3. Are you sure this taxi ..... (drive) knows where we are going?
4. She is a car ..... (collect). She loves cars so much.
5. I like this chair. It's so ..... (comfort).
6. The ..... (inspect) wants to check your bus ticket.
7. Your ..... (propose) seems the best.
8. What she did is ..... (admire)! I will congatulate her.
9. The money they are using is not ..... (convert) in our country.
10. He was regarded as the most ..... (invent) engineer of his time.
11. My ..... (employ) is very kind.

Exercise 3 Invention activities

Now, invent your own appropriate, real life situations and use your own verbs transformed into nouns in different sentences. Share with your partner and then with your class group.

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MOVE FORWARD INTO COMPETENCY BASED LANGUAGE TESTING

The "seconde" level test format

Notes to the students:
In order to be better prepared for their tests the "Seconde" students should be aware of the following:

Test duration: 2 hours
Test layout:

The written test in the Second Cycle is based on the following three main parts:

I **READING (40%)**

II **LANGUAGE USE (30%)**

III **WRITING (30%)**

PART ONE: READING (40%)

A good test is 15 to 20 lines long.
The Reading for comprehension part comprises two main parts:

A **VOCABULARY CHECK (10%)**

This part is to evaluate students' comprehension of some difficult words in the text and, at the same time, bring them help for a better understanding of the text. It content can be as follows:

- **Multiple choice items/questions**
- **Matching** (defintions/synomyms/ antonyms)
- **Odd one out**
- etc

Only one of the three question types above will be used for each test. Between the 11 items in the exercise one will always be given to you as an example so that you know how to write your answers.

B **COMPREHENSION CHECK (30%)**

In order to check your understanding of the passage one of the six question types below will be given to you.

- **Multiple choice items/questions**
- **Open-ended questions**
- **True/False statements +** evidence from the text (quote the lines)
- **Information transfer** through:

- table completion
- note-taking

- **Text summary**
- **Choice of the best title**
- etc.

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PART TWO: LANGUAGE USE (30%)

The student will be submitted to two different types of exercises based mainly on grammatical and lexical contents.

The layouts of these exercises is as follows:
- Eleven items comprising one example in order to show how to perform the exercise.
- Multiple choice items/questions
- Matching (definitions /synonymes/ antonymes)
- Odd one out
- Sentence construction
- Sentence completion
- Sentence transformation
- Word formation
- Cloze test
- etc.

PART THREE: WRITING : (30%)

The student will be submitted to only one writing task, 15 to 20 lines long. Basically, the nature and the type or rhetorical mode will be as follows.

a- Nature: Dialogue - Narration- Article – Formal/Official or Informal letter, etc.

b- Type: Descriptive/Portrait- Narrative- Argumentative- Process

Scoring criteria

1. Answer to question/Relevance
2. Comprehensibility: language correctness
3. Flow of ideas: coherence and cohesion
4. Mechanics of writing: Paragraphing, Punctuation, Capitalization,...
5. Vocabulary

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Test 1

Part I **READING (40%)** *Read the text and do all the activities that follow.*

Civilization and culture. Any difference?

The distinction between culture and civilization is not well embedded in the English language, but has remained relatively meaningful in other European and in non-European languages which adopted these concepts from French and German scholars. In the English-speaking world, a century-old confusing play of name switching and revisions has made the distinction between culture and civilization difficult. The fogginess of the distinction has been reinforced when powerful streams of English-speaking anthropologists suggested that both concepts are identical. "Culture" (from Latin cultura) is the older term and corresponds to the Latin form also in its content; the term civilization(from Latin civis) was coined later, in 18th Century France and later also in England. However, German scholars preferred culture, with its complex of meanings. One can draw a more or less distinctive line between civilization and culture by stating that the former refers more to material, technical, economic and social facts while the latter refers to spiritual, intellectual and artistic phenomena.

The German usage of Civilisation has always alluded to a utilitarian, outer aspect of human existence subordinated to Culture, which was perceived as the "real" essence of humans, society, and their achievements. Unfortunately, things are not always that simple because there are cases where the two notions are not clearly distinguished. For example, both culture and civilization can be applied for analyses of religions. Another example is one of the most famous critiques of civilization, Freud's Unbehagen in der Kultur, which uses the word culture, although Freud clearly means civilization. Consequently, the book has been translated into English and into French as Civilization and its Discontents.

Published by BYU ScholarsArchive, 2012. (Adapted on April, 3rd 2021.

A VOCABULARY CHECK (10%)

Find in the text the words corresponding to the following synonyms or definitions. The line numbers will help you. Write your answers like in the example.

Example: **1. embedded**

1. buried, planted (L.1)
2. specialists, experts (L.3)
3. one hundred years (L.4)
4. transference, exchange (L.4)
5. non clarity, not clear (L.5)
6. schools, offices (L.6)
7. fabricated (L.9)
8. the first one (L.11)
9. the last one (L.12)
10. referred (L.14)
11. seen (L.15)

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B COMPREHENSION CHECK (30%)

Read the text again and decide if the following statements are true or false. Write (T) for True and (F) for False, then quote the line(s) to explain your choice. Write your answer like in the example. Example: 1. F (L.1-2).

1. In the English language it's quite easy to make the difference between Culture and Civilization.
2. The meanings of Culture and Civilization were clearer in other European and non- European languages.
3. The concepts of Culture and Civilization have been created by German and French language specialists.
4. In the English-speaking world, the distinction between Culture and Civilization is not easy to establish.
5. Culture comes from Latin civis, and Civilization from Latin cultura.
6. The term of culture was created first before the term of civilization.
7. Culture refers to spiritual, intellectual and artistic phenomena.
8. For the German Culture was seen as the "real" essence of humans, society, and their achievements.
9. The German conception make the two notions always distinguishable.
10. For the German analyses of religions are only based on culture.
11. Even in Freud's Unbehagen in der Kultur, critiques of civilization made the confusion between the two notions.

Part II LANGUAGE USE (30%)

1. The passage below is about culture and civilization. Complete it choosing the appropriate tense among those between parentheses. Example: 1-have

The words cultures and civilizations **1.** (has, have, had), so far, been used to characterize only human beings. Actually, the two words **2.** (is, are, were) very interrelated and the distinction **3.** (have, has, had) never been clear cut. They overlap in as much as they describe human activities and philosophies. As could be easily imagined, Europeans **4.** (has, have, had) often described themselves as the old continent **5.** (implying, imply, implied) thus that culture and civilization originate from their continent. Researches by Check Anta Diop, the legended and celebrated Senegalese anthropologist **6.** (has, have, will), however, proved beyond any doubt or debate that Africa is the bedrock and mother of any culture and civilization given the fact that humanity **7.** (started, start, starting) on the African continent. The whole affair **8.** (boil, boils, boiling) down to whether or not the Europeans **9.** (is, are, was) ready to admit, in the end, that any human being is a cultural product. The other people also **10.** (has, are, have) to demonstrate that no matter the colour of one's skin, we **11.** (were, are, is) all the same. This conclusion is consistent with all serious anthropological studies to date.

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2. Word formation

Find the nouns that derive from the verbs in the table below. Write your answers like in the example.

Example: **1. Civilization**

VERBS	NOUNS
1. Civilize	
2. Apply	
3. Distinguish	
4. Analyze	
5. Speak	
6. Suggest	
7. Perceive	
8. Conceive	
9. Use	
10. Translate	
11. Embed	

Part III

WRITING (30%)

Task:

It's the World Cultural and Civilization Day. UNESCO is organizing a prize for the youth worldwide. A young European teenager and his American pen friend have written a short essay on the Internet, forcefully trying to demonstrate the supremacy of their cultures over the other cultures and civilizations.

As a young person, you feel concerned with the issue of culture and civilization. In a short essay of about 20 lines:

1. define what in your opinion, culture and civilization are.
2. list some cultural and civilization items from your own region.
3. show that all cultures and civilizations are valuable and that the differences are what make the world a rainbow planet.

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Test 2

Part I

READING (40%) *Read the text and do all the activities that follow.*

Maintaining Healthy Lifestyle

If you want to be a well-rounded, healthy individual, here are a couple of staying healthy tips that may help you do just that.

Maintain a regular exercise routine

You do not have to force yourself into intense physical exercise at the gym but you need to keep as active as possible. You can stick to easy floor exercises, swimming, walking, or simply keep yourself moving by doing some household chores. Do what your body allows you to do. What is important is that you continue exercising. Give at least twenty to thirty minutes a day to exercise at least three to five times a week. Have a routine; see to it that you have enough physical activity each day.

Be conscious in your diet

To maintain a healthy lifestyle, you need to keep eating healthy. Add more fruits and vegetables in your diet and eat less carbohydrates, high sodium and avoid oily food. Avoid eating junk food and sweets. Avoid skipping a meal—this will only make your body crave more food the moment you resume eating. Remember to burn more calories than you eat.

Engage in the things you are passionate about

Every now and then, to keep the stress and the demands of life from taking over, take a break to do something you love doing.

Surround yourself with positive energy

In order to have a sound mental and emotional state, you must surround yourself with positive energy. Yes, not all problems can be avoided. But it helps to face such obstacles with an optimist outlook. Make it a habit to always look at the brighter side of life. Even if you find yourself in the worst situation, there is always an upside to it—something good and positive. Maintaining a healthy lifestyle is not that difficult, nor does it require a lot of work. Just keep doing what you do and apply the staying healthy tips listed above—surely you will be a well-rounded individual in no time.

https://www.foundationforpn.org/living-well/lifestyle/ (Adapted on 4/04/2021.

A VOCABULARY CHECK (10%)

The words or phrases in column A are from the text. Match them with their synonyms or definitions in column B. The indicated lines will help you. Write your answers like in the example.

Example: **1. j**

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Test 2

A	B
1. well-rounded (L.1)	a. attitude
2. tips (L.1)	b. jumping
3. stick to (L.5)	c. From time to time
4. chores (L.6)	d. difficult work, routine
5. junk (L.13)	e. desire strongly
6. skipping (L.13)	f. solid
7. crave (L.13)	g. secret and useful information, advice
8. resume (L.14)	h. start again, continue
9. Every now and then (L.16)	i. focus on
10. sound (L.19)	j. shapely, plump
11. outlook (L.21)	k. with no nutritional value

B COMPREHENSION CHECK (30%)

Read the text again and give short answers to the questions below.

1. What are the tips for?
2. What does the first tip mean to you?
3. What types of simple exercises can you do to keep active?
4. How often a week must you exercise?
5. For how long do you have to exercise?
6. What food must you eat?
7. What food should you avoid to eat?
8. How can you combat stress?
9. What can positive energy help you to do?
10. What habit should you observe?

Part II LANGUAGE USE (30%)

1. The passage below is about food and health. Complete it using the appropriate verbs from the bank to fill the gaps. Write your answers like in the example.

Example: **1. need**

suffer – become – describes – substances – meet – get – consider – need – gives – enable – health

How Does Food Impact Health?

The food we eat gives our bodies the "information" and materials they **1**..... to function properly. If we don't **2**..... the right information, our metabolic processes **3**..... and our health declines.

If we get too much food, or food that **4**..... our bodies the wrong instructions, we can **5**..... overweight, undernourished, and at risk for the development of diseases and conditions, such as arthritis, diabetes, and heart disease.

In short, what we eat is central to our health. **6**..... that in light of Webster's definition of medicine: "The science and art dealing with the maintenance of health and the prevention, alleviation, or cure of disease."

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The nutrients in food **7**..... the cells in our bodies to perform their necessary functions. This quote from a popular textbook **8**..... how the nutrients in food are essential for our physical functioning.
"Nutrients are the nourishing **9**..... in food that are essential for the growth, development and maintenance of body functions. Essential meaning that if a nutrient is not present, aspects of function and therefore human **10**..... decline. When nutrient intake does not regularly **11**..... the nutrient needs dictated by the cell activity, the metabolic processes slow down or even stop."

Food acts as medicine-to maintain, prevent, and treat disease.
https://www.takingcharge.csh.umn.edu/how-does-food-impact-health

2. Word formation

Find the verbs that derive from the following nouns. Do like in the example.
Example: 1. To maintain

NOUNS	VERBS
1. Maintenance 2. Movement 3. Workouts 4. Avoidance 5. Remembrance 6. Exercises 7. Times 8. Addition 9. Provision 10. Criticism 11. Construction	

Part III

WRITING (30%)

Task:

The World Health Organization (WHO) is concerned with the issue of health worldwide. People are putting on weight because they don't check their diet. In the USA a report revealed 'Our Standard American Diet (SAD) is not contributing to our health. Learn about some of the issues'.

https://www.takingcharge.csh.umn.edu/how-does-food-impact-health (quoted on 8/4/21.

In Great Britain also, the issue is a national concern as reported by LBC, Leading Britain's Conversion, in March 2021.

In a short essay of about 20 lines:
-say whether this issue is a concern in your own country;
-determine some causes of the issue;
-suggest a diet for people to remain healthy.

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Test 3

Part I

READING (40%) *Read the text below and do the activities that follow.*

Gender In Education

Girls and young women's education is still of huge concern in Africa. A survey from UNESCO in 2019 shows that 52 million girls are not in school in Africa, while 4 million will never step into a classroom compared to 2 million boys. Africa also has the highest rate of out of school children and adolescents globally. However, girls remain more likely to be excluded from education and at a higher risk of being left behind. This reality calls for redoubling efforts to ensure education is both of good quality and equitable. It is important to close the gender gaps in education.

Religious and traditional leaders are capable to engage and influence families, communities, parliamentarians and decision-makers in communities. They are gatekeepers of African traditions and norms that are sometimes at the basis of gender inequality. However, they also have power and influence to help unlock challenges and remove barriers to girls and women's education.

Queen Mother Theresa Kachindamoto from Malawi, is a prolific traditional leader. She is famously known in her country as the "child marriage terminator". She has prevented more than 500 child marriages in her district, showing her commitment to the well-being of girls' and women. Her interventions and working together with None Governmental Organization (NGO), teachers, mothers groups and other religious leaders, have saved hundreds of girls from HIV/AIDS and sexually transmitted diseases, and enabled many girls to return to school.

Slightly adapted From GPE TRANSFORMING EDUCATION Website. September 26, 2019 by Rita Bissoonauth, African Union International Center for Girls and Women's Education in Africa

A VOCABULARY CHECK (10%)

The words or phrases in column A are from the text. Match them with their synonyms or definitions in column B. The indicated lines will help you. Write your answers like in the example.
Example: 1. j

A	B
1. concern (L.1)	a- popularly
2. survey (L.1)	b- lift
3. step into (L.3)	c- preoccupation
4. equitable (L.6)	d- fair and equal
5. gatekeepers (L.9)	e- obstacles to dominate

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6. unlock (L.11)	f- suppress
7. challenges (L.11)	g- cultivated
8. remove (L.11)	h- protectors
9. prolific (L.13)	i- questionnaire to find people's opinions about a topic
10. famously (L.14)	j- get into
11. commitment (L.15)	k- engagement to do something

B COMPREHENSION CHECK (30%)

Read the text again and decide if the following statements are true or false. Write (T) for True and (F) for False, then quote the line(s) to explain your choice. Write your answers like in the example. Example: 1. F (L.2-3).

1. According to UNICEF there are as many girls as boys at school in Africa.
2. There are more children who have abandoned school in Africa than elsewhere in the world.
3. Parents must make efforts to give equal education to both girls and boys.
4. It is not necessary to reduce gender gaps in education.
5. Religious and traditional leaders are unable to change gender education issue.
6. African traditions sometimes prevents girl's education.
7. Queen Mother Theresa Kachindamoto from Malawi favors child marriage.
8. Many child marriages have been organized by Queen Mother Theresa Kachindamoto as a leader.
9. Queen Mother Theresa Kachindamoto fights for girls and women in her district.
10. Queen Mother Theresa Kachindamoto has a None Governmental Organization.
11. Girls are also exposed to dangerous diseases in Malawi.

Part II LANGUAGE USE (30%)

1. Kouamé recounts a weekend day at the lake. Read his story and find out the correct form of each word in the brackets to fill in the blanks. Write your answer like this example.
Example: 1- went

I leave in Yakro in central Ivory-Coast. Last weekend I 1 .... (to go) fishing in a lake near my quarter. I saw many strange birds 2..... (to feed) at the lake. There was a crocodile on the bank in the sun which behaved 3 ..... (strange). The sky was blue, and the sunshine on my face 4..... (to feel) good. After lunch at the bank of the lake, I closed my eyes and 5..... (to fall) asleep. I 6..... (to sleep) only a short time. Then my fishing pole moved 7 .... (sudden). I had a fish on my line, but it 8 .....(to swim) away before I could reel it. I stared at the water 9 ..... (angry). But a few minutes later I 10 ..... (to catch) a big fish. I was so glad! I walked home 11 ..... (happy).

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2. Find out what to say in the following communication situations and write your answer like this example. Example: 5- would

1. At a fast-food restaurant, the waiter often says. ..... I help you? (must, will, may)
2. I'm cold. ..... you close the windows, please? (should, will, may)
3. This cake is too sweet. It ..... have so much sugar in it. (shouldn't, didn't, couldn't)
4. Excuse me. ..... you pass me the salt. (will, shall, must)
5. When ..... you like to go to the market? (can, may, would)
6. Jean-François is his name. he ..... a Frenchman. (will, must, would)

Part III

WRITING (30%)

Do ONLY ONE of the two tasks below. of the two tasks below.

Task1:

Your English teacher asks you to write a letter to the local Director of the NGO 'Save the Children' to sensitize a rural community in Liberia on gender and education. In your letter mention:

- Discrimination in education between girls and boys;
- Traditional considerations against girls;
- New attitudes parents must have for equal education of their children;
- Examples of successful women in Liberia, Africa and in the world...

Task2:

For your English club's weekly program, you are asked to make a short presentation on safe attitudes girls must adopt for a good and successful education. Write your speech by mentioning:

- The audience (Ladies and gentlemen, dear friends...)
- Problems of pregnancies, child marriage, discrimination against girls in education
- How to persuade parents.
- Examples of good and safe attitudes girls must have in front of men who try to tempt them....

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Test 4

Part I

READING (40%) *Read the text and do all the activities that follow.*

MAASAI

Among the Maasai of Kenya, circumcision is regarded highly as a mark of distinction and a symbol of valor and/or manhood and there are specific periods during which the circumcision rite is performed.

Boys must prove themselves ready by performing certain manly tasks, including attending to cattle before they can be circumcised. When the boys feel they are ready, they approach junior elders and ask them to open a new circumcision period.

For the Maasai, circumcision determines the role a boy will play throughout his life, as a leader or a follower. A boy who cries out during the procedure is branded a coward and shunned for a long time and his mother is disgraced, whereas a boy who is brave and who has led an exemplary life becomes the leader of his age group.

It takes months of work to prepare for circumcision ceremonies among the Maasai, so the exact date of such an event is rarely known until the last minute.

Both male and female circumcision have cultural and religious significance in some African societies. For example, if the request for a new circumcision period is approved, the Masai boys begin a series of rituals, including the Alamal Lenkapaata, preparation for circumcision or the last step before the formal initiation. Before Maasai boys are circumcised, they must have a liabon, a leader with the power to predict the future, guide them in their decisions. The boys decorate themselves with chalky paint and spend the night out in the open. The elders sing, celebrate and dance throughout the night to honor the boys.

It is worthwhile to note that, once a circumcision period ends, it may not be opened again for many years. The circumcision rite is taken seriously in African culture and religion.

https://maasaiwilderness.org

A VOCABULARY CHECK (10%)

Find in the text the words corresponding to the following synonyms or definitions. Use the indicated lines to help you. Write your answers like in the example.

Example: **1. distinction**

1. maturity (L.1)
2. state of being a man (L.2)
3. masculine, male (L.4)
4. take care of (L.5)
5. during (L.7)
6. called, considered (L.8)
7. not courageous (L.8)
8. rejected (L.9)
9. dishonored, covered with shame (L.9)
10. covered with kaolin (L.18)
11. useful, important (L.20)

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Test 4

B COMPREHENSION CHECK (30%)

Read the text again and decide which option is more appropriate. Your answers must be based on the text. Write your answers like in the example.

Example: **1. c.**

1. Circumcision makes a difference between
   a) valor and manhood.
   b) men and women.
   c) a man of valor and a coward.
   d) a Masai and other Africans.

2. The sentence "When the boys are ready they approach junior brothers" means
   a) they approach elders called Junior.
   b) they approach the generation right before.
   c) they approach the generation right after theirs.
   d) they approach the old people.

3. Maasai boys are circumcised
   a) if they can kill cows.
   b) when they do everyday activities.
   c) when they perform heroic tasks.
   d) when villagers are ready.

4. During the circumcision ceremony
   a) the boy must play a role.
   b) the boy must be a follower.
   c) the boy must not cry.
   d) the boy must be a coward.

5. Boys who are not courageous
   a) are put into prison.
   b) are rejected.
   c) can attend to cattle.
   d) can be leaders.

6. The ceremony of circumcision
   a) lasts one minute.
   b) is rarely known about.
   c) takes months.
   d) is known about in the last minute.

7. The date of a circumcision ceremony is difficult to fix because
   a) some boys cry out during the procedure.
   b) the elders are not ready.
   c) some rituals must be done before.
   d) it has a religious significance.

8. The fifth paragraph states that
   a) only males are circumcised.
   b) only females are circumcised.
   c) females and males are circumcised.
   d) none of them is actually circumcised.

9. The leader is chosen according to
   a) his capacity to guide and predict.
   b) the chalky paint on his body.
   c) the night he spends in the open.
   d) his origin.

10. The Alamal Lenkapaata
   a) is the getting ready stage of circumcision.
   b) the preparation for the last step.
   c) the formal initiation.
   d) the last step before circumcision.

11. The period of the organisation of a circumcision ceremony is
   a) regular.
   b) annual.
   c) unpredictable.
   d) short.

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Part II LANGUAGE USE (30%)

Rewrite the following sentences starting as indicated beneath each of them, without changing their meanings. Number 11 is an example.

Example: 11. Today, young couples give any fashionable and meaningless names to their children.

Today, any fashionable and meaningless names are given by young couples to their children.

1. Nearly all African cultures perform naming ceremonies
Naming ceremonies .....
2. An infant brings unique talents and gifts with him.
Unique talents and gifts .....
3. He sends a message from the spirits to the community.
A message from the spirits .....
4. The family and the community can discover the baby's mission through consultation of diviners.
The baby's mission .....
5. They will successfully guide the new community member along his life.
The new community member .....
6. That is why Africans have always seen naming ceremonies as an important part of the rite of birth.
Naming ceremonies .....
7. The name of a baby reflects its personality and life purpose.
A baby's personality and life purpose .....
8. Nobody would miss such an important ceremony.
Such an important ceremony .....
9. The name you give to your babies may have an impact on their future lives.
Babies' future lives.....
10. In some culture, the day they were born influences the choice of the babies' names.
In some cultures, the babies' names.....
11. Today, young couples give any fashionable and meaningless names to their children.
Today, any fashionable and meaningless names .....

Part III WRITING (30%)

Task:

Your English speaking friend abroad has heard of a ceremony called 'Naming Ceremony'. He wants to know more about it. Write him a letter. In your letter:

-tell him the purpose of such a ceremony;
-say also which people are concerned;
-say what you see, hear and smell.

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Test 5

Part I

READING (40%) *Read the text and do all the activities that follow.*

Lionel Andrés Messi

Lionel Andrés Messi, born on 24 June 1987, is an Argentine footballer who currently plays for Barcelona and the Argentine national team. He is one of the best football players of his generation and is frequently considered as the world's best contemporary player. He received Ballon d'Or and FIFA World Player of the Year nominations by the age of 21 and won both by the age of 22.

Lionel Messi's talent was early detected by his father. When he began playing with the local team, his potential was quickly identified by Barcelona. At the age of 11, he was diagnosed with a growth hormone deficiency, which is a medical condition in which the body does not produce enough growth hormone and whose treatment necessitates a lot of money. Messi left Rosario-based Newell's Old Boys's youth team in 2000 and moved with his family to Europe, as Barcelona offered treatment for his growth hormone deficiency.

Making his debut in the 2004–05 season, he broke the La Liga record for the youngest footballer to play a league game, and also the youngest to score a league goal. Major honors soon followed as Barcelona won La Liga in Messi's debut season, and won a double of the league and Champions League in 2006. His breakthrough season was in 2006–07; he became a first team regular, scoring a hat-trick in El Clásico and finishing with 14 goals in 26 league games. Perhaps his most successful season was the 2008–09 season, in which Messi scored 38 goals to play an integral part in a treble-winning campaign.

From myenglishpages.com

A VOCABULARY CHECK (10%)

Choose from the brackets one correct definition of each of the words from 1 to 11. Write your answers like in the example.

Example: **7. beginning**

1. Currently (L.1) (fully; now; actively)
2. Contemporary (L.3) (temporarily, well known; of the present time)
3. Potential (L.7) (number of goals; melting pot; value)
4. Diagnosed (L.7) (fell in the nose, caught; detected)
5 Hormone deficiency (L.8) (lack of hormone; lucky with hormone; hormone difficulty).
6. A medical condition (L.8) (a medical obligation; a medical problem, a medical program)
7. Debut (L.12) (beginning, arrival; salute)

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8. Broke the record (L.12) (Broke his leg; completed the record; beat the record)
9. Breakthrough (L.15) (successful; come back; throughout)
10. A hat-trick score (L.16) (many goals; scoring 3 goals successively, a beautiful hat)
11. A treble-winning (L.18) (a three times winning; a trembling winner; a full time)

B COMPREHENSION CHECK (30%)

Read the text again and write answers to the following questions.
Example: **2. Messi's home country is Argentina.**

1. How old was Lionel Messi in 2021?
2. What is Messi's home country?
3. Where does he play in Europe?
4. How old was Lionel Messi when he won two world titles?
5. Who first detected Messi as a good player?
6. What medical condition did Messi have when he was in Argentina?
7. What was the name of his team in Argentina?
8. When did he start playing in Barcelona?
9. What did he win in 2006?
10. Why was 2006-07, Messi's best season?
11. Is Lionel Messi, really the world's best contemporary football player? Justify your answer.

Part II

LANGUAGE USE (30%)

1. Choose the words from the box to fill in the paragraph below to test your knowledge about football. Write your answers like in this example. Example: **1. Two teams**

most goals – two teams – world Cup – hands – eleven – four – competitions – ball – adversary – goalkeeper – rectangular field

Football or soccer, which is considered to be the most popular sport in the world, is a team sport played between 1..... of 2..... players using a spherical 3 ..... The object of the game, which is played on a wide 4..... with a goal on each end of the field, is to score by putting the ball into the 5..... goal. The goal is kept by a 6..... who is allowed, at the exception of other players, to use his / her 7..... in the game. The winners are those who score the 8..... The way football is played now was first codified in England. The game is played now all over the world and 9..... are organized nationally, continentally and internationally. The most prestigious of football competitions is the 10....., which is held every 11..... years.

Adapted from Wikipedia

2. Help James write correctly the following sentences by choosing the right words to fill in the blanks. Write your answers like in this example. Example: **1. were**

1. If I ..... (am, will be, were) stronger, I'd help you carry the piano.
2. If we'd seen you, we ..... (had stopped, would have stopped, had stopped)
3. If we ..... (will meet, met, meet) him tomorrow, we'll say hello.
4. He would have repaired the car himself if he ..... (had had, would have, had) the tools.
5. If you drop the vase, it ..... (would have broken, breaks, will break).

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6. If I hadn't studied, I ..... (would not have passed, would have passed, would not pass) the exam.
7. I wouldn't go to school by bus if I ..... (had had, had, have not) a driving license.
8. I (won't travel, don't travel, wouldn't travel) to London if I don't get a cheap flight.
9. We'd be stupid if we ..... (will tell, tell, told) him about our secret.
10. If I ..... (was, were, have been) in your shoes, I would think twice before accepting that man's invitation.
11. I'm sure she would have taken her chance if she ..... (had been, was, have been) in your situation at that time.

Part III

WRITING (30%)

Do ONLY ONE of the two tasks below.

Task1:

Report your memorable football match you watched on television. You'll read your report to the English class. In your report mention and describe the followings:

- Opposing teams
- Place and time where the match took place
- Context (friendly match, final, etc.)
- The spectators
- The main actions.
- The final score

Task2:

Many young African football players want to go to Europe, by any means (Cross the ocean, hide in planes...), to get an opportunity to play in a famous club. Write a short essay about this issue to advise young talented football players of your English speaking club.

1. Present the issue
2. Arguments for going in Europe to play (opportunities, a lot of money....)
3. Arguments for staying home (opportunities, family, friends, no risks, developing local and national football...

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Useful WORDS and PHRASES

VOCABULARY - FALSE-FRIENDS

There are two types of false-friends in English.
A vocabulary false-friends may be a an English word that looks like a French word, but with different meanings.
False-friends can also be two different American and British words to designate the same thing in French. Below are a few of these words.

English and French False-friends:

ENGLISH	FRENCH
To abuse	Injurier
To achieve	Accomplir
Actual	Réel, véritable
Actually	En fait, en réalité
Agenda	Ordre du jour, idée préconçue
To annoy	Irriter
To attend	Assister à
Balance	Équilibre
To charge	Faire payer
Competitions	Concurrence
Confidence	Confiance
To deceive	Tromper
Deception	Tromperie
To dedicate	Se consacrer à
To deliver	Livrer
To dispose of	Se débarraser de
Eventually	Finalement
Extra	Supplémentaire
Fortunate	Chanceux
Hazard	Danger
To injure	Blesser
Issue	Publication, numéro, problème
Journey	Voyage
Large	Grand, gros
Library	Bibliothèque
Location	Emplacement
Petrol	Essence



English and French False-friends:

FRENCH	UK	USA
Appartement	Flat	Apartment
Ascenseur	Lift	Elevator
Automne	Autumn	Fall
Autoroute	Motorway	Freeway
Bonbons	Sweets	Candy
Café	Pub	Bar
Camion	Lorry	Truck
Clochard	Tramp	Bum
Code postal	Postcode	Zip code
Coffre de voiture	Boot	Trunk
Capot de voiture	Bonnet	Hood
Croisement	Junction	Intersection
Essence	Petrol	Gas
Facteur	Postman	Mailman
File d'attente	Queue	Line
Football	Football	Soccer
Frites	Chips	French fries
Gâteau sec	Biscuit	Cookie
Maman	Mum	Mom
Métro	Underground	Subway
Ordures	Rubbish	Trash
Pantalon	Trousers	Pants
Plaque d'immatriculation	Number plate	Licence plate
Trottoir	Pavement	Sidewalk
Vacances	Holiday	Vacation

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Useful WORDS and PHRASES

USEFUL VOCABULARY FOR ORAL AND WRITTEN COMPREHENSION

To explain a text you may use the following

ENGLISH	FRENCH
Allude to	*Faire allusion à*
Blame	*Reprocher*
Claim that	*Affirmer que*
Deal with	*Parler de*
Highlight	*Mettre en évidence*
Mean	*Signifier, vouloir dire*
Point out	*Souligner*
Refer to	*Faire référence à*
Reveal	*Révéler*
Support	*Soutenir*
Wonder	*Se demander*
It is interesting to note...	*Il est intéressant de remarquer...*
The character symbolizes...	*Le personnage symbolise/est le symbole de...*
At the beginning/end of the text...	*Au début/A la fin du texte...*
The opening sentence...	*La première phrase...*
As the author puts it...	*Comme le dit l'auteur...*
In the previous/next paragraph...	*Dans le paragraphe précédent/suivant*

Examples

1. By saying this, the writer is alluding to the fact that not as many people are affected by the disease as they are in Western countries.
2. The report claims that in months to come insecurity level will reach a peak.
3. The writer simply means that success cannot be linked to the sole fact of accumulated wealth.
4. The opening sentence already reveals what the writer is going to discuss in his letter.
5. It's interesting to note that this passage does not focus only on one point of view, but merges different positions.

To build an argumentation the following might be useful

ENGLISH	FRENCH
First of all	*Tout d'abord*
Then	*Ensuite*
Besides/Moreover	*De plus*
As a conclusion	*Pour conclure*
In other words	*En d'autres termes*
In short/brief	*En bref*
As a result/Therefore	*Par consequent*
Since	*Puisque*
Thanks to/Because of	*Grâce à/A cause de*
In order to/So that	*Pour que*
Likewise	*De même*

ENGLISH	FRENCH
As though/if	*Comme si*
Unlike	*Contrairement à*
On the one hand...on the other hand...	*D'une part...d'autre part*
Otherwise	*Autrement/Sinon*
Whereas	*Alors que*
Despite/In spite of	*Bien que*
However/Yet	*Cependant*
Nevertheless	*Néanmoins*
Unless	*A moins que*
Provided that	*Pourvu que*
In a way	*D'une certaine façon*

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To express your opinion you may use the following

ENGLISH	FRENCH
To my mind/In my view	*D'après moi*
As far as I am concerned	*En ce qui me concerne*
I agree/disagree	*Je suis d'accord/Je ne suis pas d'accord*
Absolutely/ Definetly	*Absolument, complètement*
I approve of (+ing)	*J'approuve*
I differ with...about...	*Je ne suis pas de l'avis de...sur...*
I don't mind...	*Ça ne me derange pas*
Actually	*En fait*
Obviously	*Evidemment*
It looks as if	*On dirait que*
I can't help (+ing)	*Je ne peux pas m'empêcher de...*
I would say that...	*Je dirais que...*
I must admit that...	*Je dois admettre que...*
I have the feeling that...	*J'ai l'impression que...*
I trust that...	*Je suis sûr que...*
I expect (+ infinitive proposition)	*Je m'attends à ce que*



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Irregular Verbs

	Infinitive	Preterit	Past participle	French
A	**arise**	arose	arisen	survenir - s'élever
	awake	awoke	awoken	se réveiller
B	**be**	was/were	been	être
	bear	bore	borne	supporter
	beat	beat	beaten	battre
	become	became	become	devenir
	begin	began	begun	commencer
	bend	bent	bent	(se) courber
	bet	bet	bet	parier
	bid	bid	bid	enchérir
	bid	bade	bidden	ordonner - commander
	bind	bound	bound	lier
	bite	bit	bitten	mordre
	bleed	bled	bled	saigner
	blow	blew	blown	souffler
	break	broke	broken	casser
	breed	bred	bred	élever (animaux)
	bring	brought	brought	apporter
	build	built	built	construire
	burn	burnt	burnt	brûler
	burst	burst	burst	éclater
	buy	bought	bought	acheter
C	**cast**	cast	cast	lancer- jeter (sort, dés..)
	catch	caught	caught	attraper
	choose	chose	chosen	choisir
	cling	clung	clung	s'accrocher

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Irregular Verbs

Infinitive	Preterit	Past participle	French
come	came	come	venir
cost	cost	cost	coûter
creep	cut	crept	ramper
cut	dealt	cut	couper
deal	dug	dealt	distribuer, donner
dig	did	dug	creuser
do	drew	done	faire
draw	drawn	drawn	dessiner- tirer (rideaux)
dream	dreamt	dreamt	rêver
drink	drank	drunk	boire
drive	drove	driven	conduire
dwell	dwelt	dwelt	résider, demeurer
eat	ate	eaten	manger
fall	fell	fallen	tomber
feed	fed	fed	nourrir
feel	felt	felt	se sentir - toucher
fight	fought	fought	se battre
find	found	found	trouver
flee	fled	fled	s'enfuir
fling	flung	flung	jeter (violemment)
fly	flew	flown	voler (oiseau, avion….)
forbid	forbade	forbidden	interdire
forget	forgot	forgotten	oublier
forgive	forgave	forgiven	pardonner
freeze	froze	frozen	geler
get	got	got	obtenir

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Irregular Verbs

	Infinitive	Preterit	Past participle	French
	give	gave	given	donner
	go	went	gone	aller
	grind	ground	ground	moudre - polir
	grow	grew	grown	croître –faire pousser
H	**hang**	hung	hung	pendre
	have	had	had	avoir
	hear	heard	heard	entendre
	hide	hid	hidden	cacher
	hit	hit	hit	frapper
	hold	held	held	tenir
	hurt	hurt	hurt	blesser
K	**keep**	kept	kept	garder
	kneel	knelt	knelt	s'agenouiller
	knit	knit	knit	tricoter
	know	knew	known	connaître - savoir
L	**lay**	laid	laid	coucher- poser- pondre
	lead	led	led	mener
	lean	leant	leant	s'appuyer
	leap	leapt	leapt	sauter
	learn	learnt	learnt	apprendre
	leave	left	left	quitter - partir
	lend	lent	lent	prêter
	let	let	let	laisser - louer
	lie	lay	lain	être couché

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Irregular Verbs

	Infinitive	Preterit	Past participle	French
	light	lit	lit	allumer
	lose	lost	lost	fperdre
M	**make**	made	made	faire, fabriquer
	mean	meant	meant	signifier
	meet	met	met	rencontrer
O	**overcome**	overcame	overcome	surmonter
P	**pay**	paid	paid	payer
	put	put	put	mettre
Q	**quit**	quit	quit	quitter, abandonner
R	**read**	read	read	lire
	ride	rode	ridden	se promener à cheval/ à bicyclette
	ring	rang	rung	sonner
	rise	rose	risen	s'élever, se lever
	run	ran	run	courir
S	**say**	said	said	dire
	see	saw	seen	voir
	seek	sought	sought	chercher
	sell	sold	sold	vendre
	send	sent	sent	envoyer
	set	set	set	poser, se situer,fixer (date), coucher (soleil)
	shake	shook	shaken	secouer, trembler
	shine	shone	shone	briller
	shoot	shot	shot	tirer (arme)
	show	showed	shown	montrer

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Irregular Verbs

Infinitive	Preterit	Past participle	French
shut	shut	shut	fermer
sing	sang	sung	chanter
sink	sank	sunk	couler
sit	sat	sat	être assis
sleep	slept	slept	dormir
slide	slid	slid	glisser
slink	slunk	slunk	s'éclipser
smell	smelt	smelt	sentir
speak	spoke	spoken	parler
speed	sped	sped	aller vite
spell	spelt	spelt	épeler
spend	spent	spent	dépenser
spill	spilt	spilt	renverser
spit	spat	spat	cracher
split	split	split	(se) séparer
spoil	spoilt	spoilt	gâcher, gâter
spread	spread	spread	étaler, étendre, répandre
stand	stood	stood	se tenir debout
steal	stole	stolen	voler (dérober)
stick	stuck	stuck	coller
sting	stung	stung	piquer
stink	stank	stunk	puer
strike	struck	struck	frapper

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Irregular Verbs

Infinitive	Preterit	Past participle	French
strive	strove	striven	s'efforcer
swear	swore	sworn	jurer
sweep	swept	swept	balayer
swell	swelled	swollen	enfler
swim	swam	swum	nager
swing	swung	swung	(se) balancer
T			
take	took	taken	prendre
teach	taught	taught	enseigner
tear	tore	torn	déchirer
tell	told	told	dire, raconter
think	thought	thought	penser
throw	threw	thrown	jeter
U			
undergo	underwent	undergone	subir
understand	understood	understood	comprendre
upset	upset	upset	bouleverser, renverser
W			
wake	woke	woken	réveiller
wear	wore	worn	porter (vêtement)
weep	wept	wept	pleurer
win	won	won	gagner
write	wrote	written	écrire

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Audio Scripts

UNIT 1 PEOPLE

Session 1

A Page 9: Listening 1. Listen to the story of a young boy's attitude on a bus in London.

An elderly lady, Monica, with a lot of parcels got on the double decker to High Barnet. A little boy, Johnny, next to his mother, Mrs. Grant, wanted to give the old lady his seat, but the boy's mother wouldn't let him. 'Don't you move!' she said sharply. Then, Dalli, a nice young man sitting next to the lady said, 'You should give the old lady your seat, please'; and the boy stood up at once. The boy's mother was ready to argue when the nice man said, 'What good manners your son has, Madam!'

B Page 9: Listening 2. Listen to the audio about migration.

Migration is a worldwide phenomenon. Over 258 million people in the world do not live in the country in which they were born. These people, called international migrants, represent approximately 3.4 % of the world population... Refugees, who account for only 10% of international migrants, were estimated at 25.9 million in 2016.

Session 2

B Page 10: Vocabulary corner: Pronunciation. Listen and repeat.

globe – dream about – dream of – leave – migrate – migrant – emigrate – emigrant – immigrate – immigrant – worldwide – account for – refugee – phenomenon

C Page 11: Communication: Listen and discuss.

Migrants

People who move from one place to another in search of work or shelter are called migrants. Most of the time migrant people are not qualified nor educated. As a result, they are usually employed as daily workers who are paid at the end of each day for their services. They do not get enough money for the survival of their families and suffer from many problems such food to eat, sanitation, a proper place to live, etc.

Session 3

A Page 11: Speaking. Listen and discuss

[Contrarian knocks on the door. Apologist answers.]

Contrarian: Greetings! Might I ask whether you've an opinion on abortion?
Apologist: As it happens, I've thought about the issue a little.
Contrarian: My friend, the situation hardly bears thinking on; this holocaust demands our action! Accept abortion is evil and institutionalized murder of humanity, and let's discuss what we can do about it.
Apologist: Now hold on—I never said I thought abortion is a bad thing. On first glance, it looks pretty good: it's an aid to family planning, compensating for imperfect birth control; it reduces the problem of population growth; it can save the lives of women, and so on. Besides the risks inherent to a major medical procedure, what's so bad about it?
Contrarian: I already said what was so bad—millions of humans have been killed by abortion! The sum is now far past anything the Nazis dreamed of; as we allow time to pass with this horrific practice uncurbed, even Stalin and Mao's body-counts will be overshadowed. Abortion is nothing but clinicalized murder of a human being!
Apologist: But are they?
Contrarian: Are who what?
Apologist: Fetuses, I mean. Are they really human beings?

Session 4

B Page 12: Vocabulary corner: Pronunciation. Listen and repeat.

procedures – fetus – menses – pregnancy – abortion – abort, well-advised – miscarriage – induced abortion – embryo – late term abortion – maternal death – rape – rapist – spontaneous abortion – womb

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UNIT 2 HEALTH AND LIFESTYLE

Session 1

A Page 17: Listening 1: Pronunciation. Listen and repeat.

hygiene – breathing – scaring – awful – cough – coronavirus – hiv – diabetes – diarrhoea – fatigue – headache – face mask – heart attack – high blood pressure – Covid-19.

B Page 17: Listening 2. Listen to the conversation between 2 students.

Kwassi: Hi Fatu. Have you heard about the coronavirus?

Fatu: Hi Kwassi. Yes, of course. It's pretty scaring. It causes the disease COVID-19. A lot of people are being affected and dying around the world.

Kwassi: Huumm! Reports say that it was first identified in Wuhan, China, on Dec. 31, 2019. Since then, it has spread to every continent.

Fatu: Exactly. And in early March 2020, the coronavirus COVID-19 affected more than 103 countries and territories around the world among them, six African countries (Egypt, Morocco, Algeria, Senegal, Togo and Cameroun).

Kwassi: Awful. So, reports say that when you have fever and you cough, sneeze and have difficulty breathing you must seek a medical attention.

Fatu: Of course. And you must also practice a good respiratory hygiene and regularly and thoroughly clean your hands with an alcohol-based hand rub or wash them with soap and water. You must also maintain at least 1 meter (3 feet) distance between yourself and anyone who is coughing or sneezing.

Kwassi: Ok. Thank you Fatu. Let's pass on the message to our friends and families and protect ourselves.

Session 2

C Page 19 : Communication: Listen and discuss.

Listen to the audio and say what is the main issue or topic. Then discuss that issue with your partner.

MALARIA IS KILLING MANY PEOPLE IN THE WORLD

Malaria is a disease caused by a parasite. The parasite is spread to humans through the bites of infected mosquitoes. People who have malaria usually feel very sick with a high fever and shaking chills. While the disease is uncommon in temperate climates, malaria is still common in tropical and subtropical countries. Each year nearly 290 million people are infected with malaria, and more than 400,000 people die of the disease. To reduce malaria infections, world health programs distribute preventive drugs and insecticide-treated bed nets to protect people from mosquito bites. A partially effective vaccine is being piloted in a few African countries, but there is no vaccine for travelers. Protective clothing, bed nets and insecticides can protect you while traveling. You also can take preventive medicine before, during and after a trip to a high-risk area. Many malaria parasites have developed resistance to common drugs used to treat the disease.

SOURCE : Book: Mayo Clinic Family Health Book, 5th Edition

Session 8: Check 1

A. Page 26: Listening A. Listen to the news report by a medical doctor. Choose the answer which summarises this report.

HIV stands for human immunodeficiency virus. It is the virus that can lead to acquired immunodeficiency syndrome or AIDS if not treated. Unlike some other viruses, the human body can't get rid of HIV completely, even with treatment. So once you get HIV, you have it for life.

HIV attacks the body's immune system, specifically the CD4 cells (T cells), which help the immune system fight off infections. Untreated, HIV reduces the number of CD4 cells (T cells) in the body, making the person more likely to get other infections or infection-related cancers. Over time, HIV can destroy so many of these cells that the body can't fight off infections and disease. These opportunistic infections or cancers take advantage of a very weak immune system and signal that the person has AIDS, the last stage of HIV infection.

No effective cure currently exists, but with proper medical care, HIV can be controlled. The medicine used to treat HIV is called antiretroviral therapy or ART. If people with HIV take ART as prescribed, their viral load (amount of HIV in their blood) can become undetectable. If it stays undetectable, they can live long, healthy lives and have effectively no risk of transmitting HIV to an HIV-negative partner through sex. Before the introduction of ART in the mid-1990s, people with HIV could progress to AIDS in just a few years. Today, someone diagnosed with HIV and treated before the disease is far advanced can live nearly as long as someone who does not have HIV.

Source: CENTERS FOR DISEASE CONTROL AND PREVENTION website www.cdc.gov

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Audio Scripts

C. Page 26: Listening C. Listen to the audio and fill out the gaps.

English Channel migrants: where they're from and what they're escaping.

Yemen is one of the world's poorest countries and has been devastated by a civil war.

It lies on the southern part of the Arabian Peninsula and major fighting between two religious groups has been going on for almost 10 years.

But recently the violence has stepped up with the support of some neighbouring countries.

This has brought a variety of problems, including attacks by jihadists, a movement to break away from Yemen in the south, as well as corruption, unemployment and food becoming scarce for people who live there.

In the early mornings locals say they see people – even pregnant women- without belongings, resting on the beach, relieved to have survied the crossing.

Recent conditions have seen large numbers of migrants travel the UK channel, to claim asylum and start a new life. More than 200 reached Kent coast last weekend alone.

UNIT 3 TECHNOLOGY

Session 1

A Page 29: Listening 1: Djè Bi and Gisèle teach English in the same school. They are having a talk about technology. Listen to their conversation and answer these questions.

Djè Bi: Hi Gisèle. Aren't you coming for coffee ? It's break time.

Gisèle: No, not now! I've got a new mobile phone and I don't understand the instructions.

Djè Bi: I see. But do you really need to read that user manuel ?

Gisèle: Of course yes ! Phones used to be simple in the past, but today you need to read pages and pages of instructions !

Djè Bi: You're right. We just needed to dial the number. Now, it's more complicated.

Gisèle: How can you, guys, like technology?

Djè Bi: Come on ! You are exaggerating! Take the mobile phone for example. It makes life easier for everybody. Wherever you go, you can be reached. Some years back, finding a telephone used to be very difficult. Today,

Gisèle: Certainly, but take family life for instance. There used to be discussions and conversations but now, everybody's busy manipulating their mobile phones, computers or watching television. There's no interaction between the members of a family. I mean, that's terrible!

Djè Bi: That's true. However, you cannot deny the benefits of a computer! You can post and receive e-mails and various documents instantly. In any case, life is easier today than it used to be.

Gisèle: Anyway, let's stop that discussion because we will never come to an agreement. Go and have your tea.

B Page 29: Listening 2: Listen to the conversation again and in pairs, complete the sentences.

C Page 29: Listening 3: Listen to the speaker and say if the sentences are true or false.

The mobile phone is essential in our modern lives. We gave it (an) essential place in our lives.

Nowadays almost everyone has got a mobile phone because it's useful. Thanks to the mobile phone we can communicate, we can make phone calls, we can send texts, we can go on the web and check information, we can listen to music, watch videos.

All those aspects are positive, but as we know the waves are not safe for our health and I think that the mobile phone has transformed the way we communicate with people. Thanks to the mobile phone we can communicate maybe more often with people but the quality of our interaction with people has been affected by the mobile phone.

Some people can't live without mobile phones. For example if you had told me last month 'Try to stay without your mobile one month, one month without using your mobile phone.' I would have told you 'No, that's not possible because I need my mobile phone to communicate, and I can't communicate without my mobile phone'. But when I've thought of it, I just realized that before having the mobile phone I used to communicate!

Then sometimes we need to think about our relationship with the mobile phone. I think maybe in a few years we will notice that the mobile phone has brought more issues to our lives than positive aspects.

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Session 2

C **Page 31: Communication: Listen to the audio and say what is the main issue or topic. Then discuss that issue with your partner.**

The new smartphone generation is likely to have an even greater impact on online shopping. While in a real store, customers often get reviews and price comparisons directly on their mobile. In many cases, when they see something they want to buy they leave the shop and buy online or go to a nearby place where they get it for a lower price. There are even apps which show you if there is a certain product on sale within a short distance of your location.

E-commerce is only at the beginning, with many more new shopping experiences to come.

UNIT 4 HEALTH AND LIFESTYLE

Session 1

A **Page 37: Listening 1: Fougnigue's a tall, talkative young shopkeeper as a part time job. He's finished with his Master degree. He's very ambitious. He sometimes dreams about going abroad. He's talking with his girlfriend Akpouè who is quite calm. Fougnigué usually eats breakfast at 7 o'clock.**

Fougnigué: Goodmorning, Apkoué. What are you having this morning ?

Akpouè: Goodmorning Fougnigué. Well, I usually have bread and eggs and coffee.

And you?

Fougnigué: Well, I'm gonna have toast and a cup of tea. I like toast for breakfast.

Akpouè: Ok. But tell me, Fougnigué, what are your plans?

Fougnigué: You see, I have a dream. I often wanna leave this country.

maybe in a few years we will notice that the mobile phone has brought more issues to our lives than positive aspects.

B **Page 37: Listening 2: Listen to the audio about the SMS.**

25 years ago, after the first SMS was sent, the channel is still strong! Companies and consumers alike are using the channel more than ever, and the future of SMS is bright. We've looked at what 2018 has in store for SMS communication and listed the top five changes.

Session 2

B **Page 38: Vocabulary corner: Pronunciation. Listen and repeat.**

customers – stockholders – survey – digital – parking companies – request – mall – tool – customer-initiated – receipt – 2-way SMS – supermarket – self-service store.

1. Listen to the audio. As you listen, fill in the table. Check with your partner.

C **Page 39: Communication:**

Announcement:

PAN-USA announces the departure of Flight PU301 to Hong Kong.
Boarding now at Gate 17. Departure time is 10:25 a.m.
This is the final call for Pacific Airways, Flight PA702 to Manilla.
Boarding at Gate 25. It's now 9:30 a.m. Taking off is in 20 minutes.
Urgent call for passenger Fougnigué.
Would Mr. Fougnigué please go to the Information Desk.

2. Listen again and answer the questions.

Session 8: Check 2

Page 43: Listening.

A. Listen to the audio and tell your neighbour what it is about and tell the moment of the day the action is happening.

At the Underground station.

Platform 7. Train to Norwich is at 8:00. Boarding at 7:45.
Platform 1. Train to London. Boarding at 8:15
Platform 3. Train to Clacton. Boarding at 8:05

B. Listen again to the audio. As you listen to the train times, fill in the table. Check your answers with your neighbour.

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Audio Scripts

UNIT 5 GENDER AND EDUCATION

Session 1

A Page 45: Listening 1. Pronunciation. Listen and repeat.

educational system – gender – degree – graduate – literate – literacy – illiteracy – single-sex school – boarding school – college – tuition fees – to sit an exam – register – subjects – grade – attendance – library – academic – remedial – nursery school – term

B Page 45: Listening 2.

1. Susan, a UNICEF worker, has met Mary a young secondary student. Listen to their conversation. Read the statements below and choose the correct answer to complete them. The first answer is done for you.

SUSAN: Do you enjoy studying?

MARY: Yes. I'm taking classes in a senior mixt high school in a town, sixty kilometers away from my parents. I attend classes form Monday to Saturday.

SUSAN: Would you say you are a good student?

MARY: I'm OK, I think. I'm pretty good at school and I'm keeping up with my studies; I find it quite easy to learn things by heart which is useful, especially when learning subjects like English language.

SUSAN: Do you enjoy your time at school? People in your area say that young girls don't like school and are very lazy.

MARY: Yes, I like school. Mine is an ordinary public school. Of course, there are more boys than girls. We are only twelve girls in a classroom of fifty pupils which I'm not sure I like. Yet, I have a lot of friends and the teachers are great.

SUSAN: Why are there few girls in your Schools?

MARY: I don't know. Maybe because most of the parents think that girls can't go up to a Bachelor's or a Master's degree and get a good job, which is wrong. They keep their daughters at home for chores and marry them at a very young age.

SUSAN: Huum. You are right Mary. You sound special.

2. Listen again and answer the questions.

UNIT 6 CITIZENSHIP

Session 1

A Page 55: Listening 1. Listen and say if the statements are true or false.

Civic/citizenship education and learning for democracy

Educating for citizenship has been an integral part of education, accompanying the growth of nation states and expansion of public education in different parts of the world. One of the important aims of education in general and civic education in particular has traditionally been to maintain social order and people's loyalty toward the ruling regime. In this context, education and schooling serve '[to instill] the appropriate kind of knowledge, conduct and character... At the same time, with countries adopting democratic form of government, education is also being required to prepare citizens to participate effectively in a democracy. As such, there are tensions in the education system for preparing youngsters to become patriotic, obedient, and conforming citizens, on the one hand, and non-dogmatic, critical, and valuing diversity, on the other. Furthermore, with regard to education for democratic citizenship, there are diverse views about what roles citizens should play in a democratic society and how might the knowledge, skills, and attitudes for a democratic citizenship be developed, reflecting the different understanding of democracy.

B Page 55: Listening 2.

1. Listen to the three short texts and match the correct summary to each paragraph.

1 Our young generation is not only the largest, but also the most connected in history. Worldwide, youth are nearly twice as networked online as the greater population. In developed countries, young people's use of the Internet is nearly universal, and in the least developed countries they are three times more likely than the general population to go online. As the most connected generation ever, they are uniquely placed to mobilize their collective strength to achieve the Sustainable Development Goals (SDGs), to establish dialogue and build partnerships across countries and all sectors of social life—from politics to business, academia and civil society.

2 In bringing people together from different backgrounds, the Internet and social media are becoming instrumental thanks to the opportunities for connectivity and reach that they enable. Since youth are at the forefront of the use of technology, they are the best equipped generation and our best asset to lead this task and promote global citizenship around the world.

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3 In the online sphere, young people are also the age group that uses social media most frequently. Overall, they are more likely to be social networkers than people aged 35 and older. This age gap is seen both in developing and developed countries alike.

2. Listen again paragraph after paragraph and say if the statements are true or false.

Session 2:

A Page 56: Grammar corner.

Exercise 1. Listen and notice the stress : Don't destroy any public building ; Buy some books.

Don't destroy any
- - - - /eni/
public building Buy
- - - - - -
some books
/sʌm/ - -

Exercise 2. Listen to the other sentences and practise the stress.

1. Do some social work
2. Don't burn any buses
3. Try some volunteering
4. Practise some tolerance
5. Don't drink any alcohol
6. Engage in some social activities

C Page 57: Communication.

Listen to the audio and, with your neighbour, discuss the topic. Are you interested in that topic? Why or why not?

Are you thinking of helping out outside of Europe? Considering humanitarian aid? Love people and discovering new cultures? These websites will open your eyes to the many international opportunities for volunteering around the world.

Volunteering introduces you to new people, cultures and skills while helping others.

The international experience gained from volunteering abroad can also lead to career opportunities that will take you all over the world.

Session 8: Check 3

Page 62: Listening. Listen to a short part of speech and say if the sentences below are true or false. Explain your answer.

In a globalized world with unresolved social, political, economic and environmental challenges, education that helps building peaceful and sustainable societies is essential. Education systems seldom fully integrate such transformative approaches, however. It is vital therefore to give a central place in Education 2030 to strengthening education's contribution to the fulfillment of human rights, peace and responsible citizenship from local to global levels, gender equality, sustainable development and health.

UNIT 7 SPORTS

Session 1

A Page 65: Listening 1.

Listen to the following interview between two journalists, James and Eleanor. Then, fill in the chart below. Use your note book. Next, check with your partner and finally share your answers with the whole class.

B Page 65: Listening 2.

Read the questions and listen to the audio.

a. Listen to the description and identify the character of the text.

James: Hi, could you tell our listeners your Name?
Eleanor: Eleanor Crooks
James: Company?
Eleanor: Press Association.
James: Industry.
Eleanor: Media.
James: What's your job?
Eleanor: Sports journalist.
James: How long have you been doing this job?
Eleanor: I've worked at PA for 9 and a half years. I've been a reporter for the last four years.
James: Is that your first job?
Eleanor: No, I was a waitress in a pizza restaurant when I was 18.
James: Where did you study?
Eleanor: Cardiff University.
James: Degree subject?
Eleanor: Journalism. After my degree I did a post graduate diploma in Newspaper Journalism.
James: Level?
Eleanor: A-levels: Math, Chemistry and Sports studies
James: Interests?
Eleanor: Sports, Travel, Cinema, Photography.
James: Thank you very much.
Eleanor: You're welcome.

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Audio Scripts

B Page 66: Vocabulary corner

pitch – ground – referee – linesman – goalposts – goal line – penalty area – penalty spot – penalty shoot out – halfway line – touchline – goal line – centre circle – gaolkeeper – striker – defender

C Page 66: Communication.

A Para-Olympic games official is giving a talk about sport. Read the questions first, then listen to the passage and answer them.

Amanda Davies is a sports anchor for CNN International, based in the London Bureau.
Amanda has interviewed high profile names from all the leading sports including Serena Williams, David Beckham, Usain Bolt, Michael Schumacher, Zlatan Ibrahimović, Neymar, Roger Federer, Chris Froome, Bradley Wiggins and Gianni Infantino.

Before joining CNN, Amanda was a presenter at the BBC, providing the sports news on the flagship BBC News weekend bulletins and BBC breakfast. She also hosted international football show 'Sports World Have Your Say' on BBC News, and 'Your News' - - a weekly magazine show.

Amanda started her career in production working for Sky Sports and Sky Sports News. She earned a Master's degree in Geography from the University of Oxford, and whilst there was awarded the prestigious Philip Geddes Memorial prize for journalism. Amanda was born in Manchester, and now lives in West London.

Session 4

B Page 68: Vocabulary corner: Exercice 1: Pronunciation. Listen and repeat.

tennis – football – handball – badminton – hokey – table tennis – swimming – race – long jump – Olympic games – cycling, – basketball – racer – para-olympics

UNIT 8 SCIENCE

Session 1

A Page 73: Listening 1. Pronunciation. Listen and repeat.

gene – genetics – cell – DNA – inherit – heredity – molecule – phenotype – offspring – genome – clones – similar – twin – monozygotic – embryo – fertilization

B Page 73: Listening 2.

1. Listen to the conversation and tell the class what it is about.

Student: Excuse me sir. Can you explain why some twins are so identical?

Teacher: Well, it's easy to understand. It's because they're from the fertilization of a single egg with a single sperm.

Student: Do you mean they're conceived in the same cell carried by their mother?

Teacher: Exactly. And very early in embryonic growth they split into two individuals. So that you can imagine that the genetic material in these two identical twins is identical to each other, hence the name.

Student: Amazing. I've twin cousins who look alike. It's almost impossible to distinguish them physically when you aren't used to them. I can't even name them individually when I pay them visits.

Teacher: Yes. But not all twins are identical. There are fraternal twins. They are conceived in different eggs. Thus they can be different genders and look different.

Student: It's clear for me now. But, do twins behave the same way? Is their intelligence identical?

Teacher: Well, even though identical twins come from the same genetic material, their characteristic can change. In addition, factors such as environmental influences may change individual behavior.

2. Listen to the conversation again and choose from (a, b, or c) to complete each statement.

Session 4

B Page 78: Vocabulary corner

sociology – anthropology – geology – technology – biology – dermatology – bacteriology – criminology – epidemiology – ecology – gynecology – paleontology – zoology – psychology– meteorology – theology

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Session 8: Check 4

Page 84: Listening: Listen to the audio and fill in the gaps. Use the words in the box to help you.

Genetically modified organisms (GMOs) can be defined as organisms- plants, animals or microorganisms- in which the genetic material (DNA) has been modified in a way that does not occur naturally. The technology is often called "modern biotechnology" or "gene technology", sometimes also "recombinant DNA technology" or "genetic engineering". It allows selected individual genes to be transferred from one organism into another, also between nonrelated species. Foods produced from or using GM organisms are often referred to as GM foods. GM foods are developed – and marketed – because there are some advantages either to the producer or consumer of these foods. This is meant to translate into a product with a lower price, greater benefit (in terms of durability or nutritional value) or both. Initially GM seed developers wanted their products to be accepted by producers and have concentrated on innovations that bring direct benefit to farmers and the food industry generally. GM foods can also allow for reductions in food prices through improved amount of crops.

UNIT 9 WILD LIFE

Session 1

A Page 87: Listening 1.

Exercise 1: Pronunciation. Listen and repeat.

dissemination – to grapple – emergency – zoonosis – zoonotic – pandemic – pathogen – unregulated – unsanitary – deforestation – biodiversity – environmental

Exercise 2: Listen and say if the statements are true or false.

This **World Health Day**, the world is grappling with the worst public health emergency in recent memory. The recent outbreak of COVID-19 has brought the link between zoonotic diseases - those transmitted from animals to humans - and wildlife trade into sharp focus. The World Health Organization (WHO) has reported that the current COVID-19 pandemic, along with at least 61 per cent of all human pathogens, are zoonotic in origin – and wildlife trade is an aggravating risk in the spread of zoonoses. Other recent epidemics, including SARS[1], MERS[2] and Ebola, have also all been traced back to viruses that spread from animals to people. Questions remain about the exact origins of COVID-19, but the World Health Organization has confirmed it is a zoonotic disease, meaning it jumped from wildlife to humans. However, we must keep in mind that **wildlife itself is not responsible for the spread of the disease, but rather irresponsible human behaviour** such as the illegal wildlife trade, unregulated and unsanitary "wet markets[3]," massive deforestation and illegal logging, and human consumption of these often endangered wild animals.

B Page 87: Listening 2.

Listen to the pronunciation of the words. Discuss what you notice.

a) Two syllable-words:
Nouns: PRESent; SILence; EXPort; Table; CONTRact
Adjectives : PRESent; SILent; CLEVer; HAPpy
Verbs: preSENT; exPORT; contRACT
b) Three syllable-words:
zooNOTic; panDEMic; reveLAtion; teleVIsion
c) Four syllable-words:
geOgraphy; deMOgraphy; deMOcracy

Session 3

A Page 90: Speaking.

Listen to the audio and discuss with your partner. Are the statements true or false?

The World Wildlife Fund

In 1960, biologist Sir Julian Huxley returned from a research trip to Africa. He was very much shocked by what he had seen there: the hunting of rare animals and the destruction of their habitat. Other scientists shared his opinion that something had to be done about this. The following year Huxley, some fellow scientists and a few politicians founded the World Wildlife Fund. It became the largest conservation group in the world.

Today the WWF has 5 million supporters around the world. It has national organisations in more than 50 countries and raises more than 100 million dollars a year.

The most important task of the WWF is to protect endangered species around the world. Among them are the tiger, whale, elephant and many others. The giant panda, one of the most endangered animals, has become the WWF logo.

The WWF also tries to protect habitats like the tropical rainforest. In the past decade alone, it has been able to conserve over 1 billion acres of forest in Asia, South America and Africa.

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Audio Scripts

UNIT 10 CULTURE AND CIVILISATION

Session 1

A Page 97: Listening 1.

1. Listen to the audio and fill in the table with elements of culture and civilization.

Culture is a set of traditional belief and values that are transmitted and shared in a given society and passed from generation to generation. However, this is dependent on the man's capacity for learning and transmitting knowledge to succeeding generation. In a nutshell, culture is a total sum of customs, rituals, artifacts, beliefs and values.
The word civilization came from the Latin adjective civis, a reference to citizen. Its original meaning is the manner or condition in which men live together as citizens. Civilization is then linked to the notions of politics, society, economics and religion.

2. Listen to the audio once more and discuss the notions you listed in the table.

B Page 98: B. Listening 2

1. Listen to the audio and say what cultural diversity is.

2. Listen once more to the audio and list as many elements of cultural diversity as you can. Then, in groups of four, compare your lists to reach the thirteen dimensions of cultural diversity mentioned in the audio.

Discuss a few of them.

Cultural diversity

Cultural diversity are cultural differences that exist between people, such as language, dress and traditions. Cultural diversity is the variety of human cultures in a specific region or in the world as a whole. Cultural diversity is a necessity for human kind as biodiversity is for nature.

1. Cultural beliefs.
2. Norms
3. Age
4. Gender
5. Language
6. Communication style
7. Ethnicity
8. Religious beliefs
9. Education
10. Life experience
11. Geography
12. Opinions
13. Socio economic status

Session 2

C Page 100: Communication.

-Listen to the audio and give the summary of the text.
-Listen again to the audio and give further clarification of the concepts of civilization and culture.

Culture can be learned and in the same manner it can also be transmitted from one generation to the next. Using a medium of speech and communication, it is possible for a certain type of culture to evolve and even be inherited by another group of people. On the other hand, civilization cannot be transferred by mere language alone. Because of its complexity and magnitude, you need to transfer all of the raw aggregates of a civilization for it to be entirely passed on. It just grows, degrades and may eventually end if all its subunits will fail.

https://www.google.com/search?client=firefox-b-d&q=culture+and+education+relationship

Session 8: Check 5

Page 107: Listen to the audio. What is enculturation?

Characteristics of culture

1. Culture is learned: - culture is not inherited generally, but it must be learned and acquired. A child is instilled with cultural values at an early age. Cultural learning can occur by informal learning and by formal learning. Enculturation is the process of learning values of one's own culture from childhood. If a person learns the culture of a society other than the one in which he is raised, the process of acculturation occurs.

2. Culture is dynamic: - Culture is not static, it is dynamic. It evolves according to changing social, political, economical and technical environment.

3. Culture is shared: - culture is socially shared, based on social interaction and creation. It must be shared by the members of a society. Each culture has certain widely held and commonly accepted values that differentiate it from other cultures. The sharing of values is facilitated by language.

2. Listen to the audio again, note down the three main characteristics of culture and discuss them.

Listen to the audio and classify the verbs below in the table.

repaired – crowded – kissed – minded – rented – washed – learned – screamed – watched – pasted – sobbed – pulled – bluffed – begged – passed – bended – stopped

/id/	/t/	/d/
- -	- -	repaired -

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Mise en page : Vallesse Éditions
Tel : 2722410821/0101916125
Maquette couverture : Igraph
Achevé d'imprimer en Côte d'Ivoire
4ème trimestre 2021
Dépôt légal : N° 17604 du 21 Juin 2021

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